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School Board Journal

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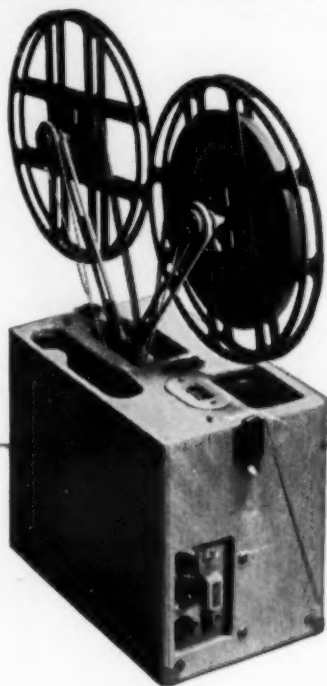
JUN 5 1946

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to School Employees? — Clifford**
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All Day Trade Schools — Paine**
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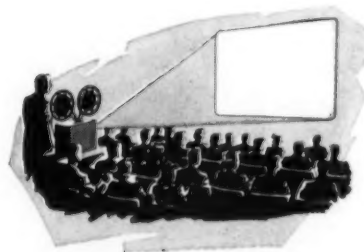
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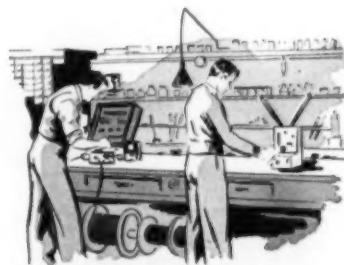
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The contents of this issue are listed in the "Education Index."

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Plan Preparation

Although a large number of school building projects are now being planned, and completed drawings and specifications are ready on a number of these, the total falls short of the potential need for new schoolhousing facilities for the entire country. A recent Federal Works Agency survey indicates that the planning work is concentrated in the larger cities. Approximately two thirds of the cities and towns of 50,000 and less have no plans under way as yet, and 12 cities of more than 100,000 population and 20 cities between 50,000 and 100,000 reported no plans in either the completed or design stage. Rural school boards are doing little or no advance planning as indicated by this report.

Title V of the War Mobilization and Reconversion Act of 1944 (Public Law 458 78th Congress) provides for assistance to states and other nonfederal public agencies in the plan preparation of their proposed public works. Public works include: public school facilities such as school buildings, administration buildings, auditoriums, gymnasiums, and dormi-tories; public libraries; and other educational facilities.

Revised "Regulations" and "Information for Ap-plicants" as well as application forms can be obtained through the division offices of the Bureau of Com-munity Facilities, Federal Works Agency, located in the nine regional areas, or direct from the Federal Works Agency, Washington, D. C.

This is a favorable period to complete plans and specifications and to obtain product and service in-formation for your needed new schoolhousing facilities.

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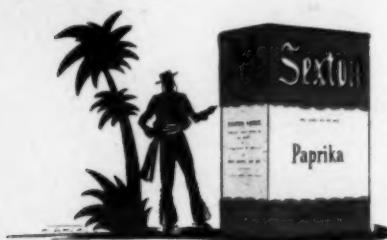
Prompt reports of changes in the membership of subscribing boards of education will be appre-ciated in order that copies of the JOURNAL may reach new members immediately upon entering into office. Word concerning such changes will be especially appreciated from school offices. Both names and addresses of retiring and new mem-bers should be given. Address Subscription Director, American School Board Journal, Mil-waukee 1, Wis.

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THE AMERICAN School Board Journal

Volume 112, No. 6

JUNE, 1946

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New Approach to Americanization

Homer Kempfer¹

In recent months an entirely new opportunity in immigrant education has opened up. For the first time in history the names of newly arriving aliens are available to public schools manifesting sufficient interest in assisting the newcomers to prepare for citizenship and successful participation in American life. Upon application to the nearest district office of the Immigration and Naturalization Service (Department of Justice), school officials, after giving assurance of adequate safeguards designed to prevent illegitimate exploitation, can arrange to have sent to them the name, address, sex, marital status, date and country of birth, occupation, and date of entry of every immigrant now entering the community.

The availability of these data clears the way for a more direct approach to a thoroughgoing program of assimilation than was ever before possible. No longer need large numbers of immigrants enter and be ignored as many have been in generations past. No longer need segregated colonies of foreign born continue to exist in our communities and remain foreign in language, culture, and outlook because of inadequate community interest in their assimilation. The American school, with its favorable reputation around the world, through a liberal adult education program, can now reach the newcomers directly and can help them become better participating members of our communities. In most cases direct contact can be possible within a month after arrival and assistance can begin immediately with problems of learning English, preparing for active citizenship, occupational adjustment, and learning American customs and relationships.

In contrast with many who came during the heyday of immigration over a generation ago, practically none of the immigrants arriving now are illiterate. Instead, a goodly number, particularly the refugees, are well educated and of rich cultural background. Thomas Mann and Albert

Einstein head the list of a quarter million artists, businessmen, physicians, scholars, scientists, teachers, writers, and other professionals who have settled in our communities within the past 15 years. It is doubtful if any mass migration in history ever brought more competent people to any land. Restrictive and selective immigration policies established during the past generation insure that present and future immigrants as a group will be a valuable addition to any community although their contribution will depend somewhat upon the adequacy of the steps taken to incorporate them into our common life.

And the number will increase. Depression and war during the past 15 years cut the rate of immigration to 20 per cent of the legal quota. As transportation becomes available and world conditions settle, immigration is expected to rise to an annual maximum of 150,000 to 200,000 without any change in the law.

A New Problem

The changes in character of immigration create essentially a new educational problem. Many of the older immigrants had hopes of eventually returning to their homeland and were consequently less interested in citizenship and full participation in our community life. That fact helps account for the registration of nearly 5,000,000 aliens in 1940 of whom half had been here 25 years or longer. Few of the present immigrants expect to return permanently. They are here to stay and intend to live up to the American dream. They are anxious to learn our ways and estab-

lish roots here. There is less need for literacy instruction. A surprising number have studied English before emigrating although practically all from non-English-speaking countries feel keenly the need of acquiring a command of oral English and of eliminating their accent. With decades of world turmoil behind them, they have a strong desire for citizenship. With few exceptions, they want to become citizens just as rapidly as possible and are willing to work hard toward that end. They want to learn American social customs, how to prepare American dishes, dress in American clothes, and be able to blend with our native population just as soon as possible.

These considerable differences in background, age, and outlook tend to set the newcomers widely apart from those of the older generation currently attending adult classes. The differences are so great that it is usually better to start afresh in assessing the educational needs of the new arrivals.

One element in the approval by the Immigration and Naturalization Service of a school system to receive the data is its willingness to provide for adequate initial contact with the newcomer and such follow-up service of individual and group nature as may be desirable. The Service, of course, is interested primarily in what the school can do to prepare the alien for naturalization and functional citizenship. Any school with an adequate educational philosophy, however, will attempt directly or indirectly to assist the immigrant in many ways other than with English and knowledge of our government.

Individual Counseling

An adequate approach probably requires a counselor to make adequate initial contact with the immigrant soon after arrival. Only in the largest cities will more than one counselor be necessary. In smaller communities with only a few immigrants per week or month, only a part-time counselor is needed. Niagara Falls and Rochester (N. Y.) have already assigned personnel to this task. Because the counselor repre-



¹Supervisor of Adult Education, New York State Education Department, Buffalo, N. Y.

sents organized society in a highly important situation, he needs to be selected with care.

Suggested Qualifications

The counselor should be:

1. A person of refinement, wide sympathies, and deeply rooted American background typifying the highest ideals and attitudes toward various nationality, racial, religious, and economic groups.

2. One personally acquainted with and able to obtain the co-operation of a wide range of social agencies, religious groups, governmental offices, and community organizations.

3. An adaptable personality able quickly to establish rapport with a variety of personalities in individual interviews.

4. One who knows where to turn for assistance with problems of immigration, naturalization, education, family adjustment, and questions of occupational, medical, legal, recreational, and social nature.

5. Anxious to form new groups as necessary and find suitable leadership to serve needs that cannot be met otherwise.

6. Able to interpret where necessary. Obviously the typical teacher of English and citizenship to the foreign born may not meet these qualifications.

Functions of Counselor

1. Personally to visit each immigrant as soon as possible after arrival. Arrange for the interview by telephone or by mailing preliminary notice of intention to visit.

- a) Through friendly approach become acquainted with the immigrant's educational, language, family, and cultural background.

- b) Discover immigrant's problems of adjustment to American life.

- c) Establish himself as an acceptable and readily turned to source of information on naturalization aid, educational, recreational, social, and other resources and services in the community.

2. To maintain a responsible and continuous follow-up counseling service as long as necessary.

- a) Seek to integrate immigrant into community life by arranging effective introduction into neighborhood groups, community organizations, adult classes and activities, and other social groupings in which the alien would find congenial friends and assistance.

- b) Encourage and assist alien toward naturalization, toward qualifying for voting, and similar specific steps in responsible citizenship.

- c) See that immigrant attains wide acquaintance with governmental and non-governmental resources and services of the community through guided participation in group activities.

- d) Help immigrant enter upon a satisfactory occupational life and adjust and grow therein.

- e) See that newcomers get into groups

which practice the democratic philosophy. Arrange for their observation of and participation in committee work and other democratic situations.

Group Activities

In addition to individual counseling and follow-up services the school can provide a range of group activities designed to help the newcomer become maximally adjusted to and a participant in community life. Specific activities should be set up according to the needs discovered through individual counseling. The following may fit some of these needs:

1. Small informal groups for conversational English. Similar groups for reading and writing.

2. Informal groups learning about governmental activities and services, through films, escorted trips, and visits to village or city, county, state, and federal offices. Include some systematic study of American government, attendance at civic functions, and observation of governmental activities.

3. Similar groups becoming acquainted with nongovernmental social service agencies, business establishments, industrial enterprises, and labor organizations in the community.

4. Groups extending their mutual intercultural understanding through observation, visits, exhibits, and social activities with groups of other racial, religious, nationality, economic, and cultural backgrounds.

5. Groups extending their understanding of American home life through meal preparation, dining, laundering, cleaning, playing, and other family activities carried on in representative homes.

6. Systematic learning groups (sometimes especially set up for recent arrivals) in clothing construction, nutrition and food preparation, buying, child care, current events, operation of local government, etc. Obviously if a community holds primarily to an "evening school" concept of adult education, some of these activities may seem more properly the function of social agencies. Indeed if adequate safeguards are taken, the Immigration and Naturalization Service is willing for social agencies to enter into a close relationship with the schools on the whole task of assimilating the new immigrants. The important consideration is that such opportunities be provided within the community. Usually consultation between the school and social agencies will result in a practical and locally accepted division of responsibility. What should be avoided is for aliens to continue settling in our communities with no attention paid to them by an agency representing society-at-large.

War Brides an Example

Excitement at the moment is centered on the arrival of 72,000 war brides most of whom are entering during the first half

of 1946. The adult education department of Syracuse (N. Y.) public schools has developed extensive plans for this group. The Americanization League, a school-and-city supported agency, has cleared the entry papers for over 200 brides of servicemen. Meetings with early arrivals showed needs falling into five major areas four of which are distinctly educational.

1. The brides wanted instruction in English. This was in spite of the fact that most of them were from England. They wanted the American vocabulary, accent, and idiom. The few non-English brides, of course, needed more extensive assistance with oral English, reading, and writing. These needs can be cared for through classes and small informal conversational groups.

Orienting Experiences Wanted

2. They wanted "orienting experiences" — wanted to understand our traffic system, shopping procedures, use of the post office and governmental services, social customs, family and household routines, how to make coffee and other peculiarly American dishes better to please their American husbands. Such a variety of needs requires an imaginative approach. Textbooks and class study are not as helpful as excursions, small group visits, co-operative dinner parties in homes, and other investigative and participating experiences.

3. They wanted instruction in child care. A fair percentage are already mothers and the rest are prospective or potential mothers. This expressed desire include not only standard child care information but the peculiarly American cultural elements and "folk lore" of child rearing. Parent education discussion groups and mothers' clubs similar to those already going on in many communities can serve this need.

4. They wanted to prepare for naturalization and citizenship. While this specific goal can be achieved in two years if their spouses are citizens, no conscientious school system would lose the opportunity to broaden their understanding of American democracy and ability to participate in it far beyond that required to pass the naturalization examination.

5. Intensified by long separation, they wanted places to go with their husbands for social activities. Those with children needed custodial care for them during such times.

With such a list of needs uncovered through individual conference or group meetings, the follow-up task of the immigrant counselor becomes clearer. He should see that each newcomer gets into those groups and activities that offer most congenial adjustment experiences. In so far as the needs involve learning, a school feeling a responsibility beyond 12 grades can see the opportunity — an opportunity never before so clearly and conveniently available.

Should Social Security Be Extended to School Employees?

J. M. Clifford, Ph.D.*

The question whether social security should be extended to cover state, county, and municipal employees (including school employees) is again before Congress. When the Social Security Act was passed in 1935, school employees were excluded because of the possible legal complications connected with the collection of social security taxes from states and their political subdivisions. In August of 1940, Senator Wagner of New York introduced a bill which proposed that social security be extended to public workers. The introduction of this bill brought many protests from public workers who were already covered by a retirement plan. The chief protests came from city policemen and firemen in places where they had what they considered a satisfactory retirement system. In states where a teachers' retirement fund existed the teachers also opposed the extension of social security. The 1940 Wagner bill was not passed, but it has been followed by other bills of the same nature. The latest of these bills was the so-called Wagner-Murray-Dingell bill which was presented at the 1945 session of Congress.

Currently, the Ways and Means Committee of the House of Representatives is holding hearings on the proposal to revise the social security law and these hearings are likely to continue into the summer of 1946. The conclusion of the hearings will undoubtedly be followed by a bill proposing extensive changes in the Social Security Act. The Social Security Board has recommended the coverage of all gainfully employed persons, including school employees. This recommendation comes as a part of a report which a technical committee made to the Ways and Means Committee.

School employees fall into two categories: those who are protected by an existing retirement system, and those who are not covered by any retirement plan. All states except Idaho provide some form of teachers' retirement, but many states provide no retirement system for the non-teaching school employees. The attitude of school employees toward the extension of social security depends almost entirely upon whether or not they are protected by an existing retirement plan. Where there is a retirement system in operation the employees are generally opposed to the extension of social security. School em-

ployees who are without old-age protection are in favor of the extension of social security to cover public employees. In many states this has created a situation wherein the teachers are opposed to the extension of social security and the non-teaching school employees are in favor of the extension.

This article will attempt to discuss the extension of social security from the viewpoint of persons who are already covered by an existing retirement system and from the standpoint of persons who are without retirement coverage.

The chief opposition to social security on the part of school employees centers around the fact that the benefits provided by social security are comparatively meager. Social security benefits are computed by using a formula which takes 40 per cent of the first \$50 of average monthly pay; then takes 10 per cent of the balance up to \$250 per month and adds them together. To this is added 1 per cent of the total for each year in which the individual earned \$200 or more. For a person with an average annual income of \$1,500 and 30 years of covered employment the old-age benefit payable at age 65 would be figured as follows:

Monthly salary—\$125	
40% of first \$50.....	\$20.00
10% of remaining \$75.....	7.50
	\$27.50
1% of \$27.50 for 30 yrs.	8.25
Monthly benefit at age 65.....	\$35.75

The following comparisons are based on the assumption that under most existing systems, school employees retire on an allowance of one-half pay:

SOCIAL SECURITY COMPARED TO SCHOOL RETIREMENT

Average Annual Earnings	Monthly ¹ Social Security Benefits 30 yrs. cov.	Monthly ² School Employment Allowance
\$1,500	\$35.75	\$ 62.50
2,000	41.16	83.33
2,500	46.58	104.17
3,000	52.00	125.00
3,600	52.00	150.00

To meet the objection that persons already covered by an existing retirement system have to the extension of social security, it has been proposed to exclude governmental employees who are already

¹Benefits are increased 50 per cent for married man with dependent wife.

²Assumes one half pay and \$1,800 maximum. Some states are less liberal.

covered by an existing retirement system. Under this arrangement, the Federal Social Security Board would be authorized to enter into voluntary compacts with governmental units to provide for coverage for employees who are not now protected. It has also been suggested that the Social Security Board be specifically prohibited from entering into compacts with any governmental agency whose employees are already under a retirement plan. It appears, however, that the Federal Social Security Board contemplates a system wherein all gainfully employed persons will be under social security. This represents a serious threat to existing retirement systems.

If social security were extended to public school employees, there would then be two conflicting systems in operation. This could easily result in a situation whereby the state legislature would abandon the school employees retirement system in favor of the less expensive social security plan. This would create a loss of benefits as the retirement allowances paid under social security do not compare favorably with the benefits paid under most teachers' or school employees' retirement systems.

The federal authorities claim that the social security system and existing retirement systems could be co-ordinated. Theoretically this is true, but in practice it would be difficult to superimpose the school employees retirement system on the basic social security system. After a 1, 2, or 3 per cent social security contribution had been paid by the employee and an equal amount collected from the employer (school board), it would then be impossible to collect additional amounts sufficient to finance an adequate state retirement system even if the benefits were reduced to take into account social security benefits.

Additional arguments against social security center around the fact that there are no disability benefits provided under the present social security act and old-age allowances are not paid until a person reaches age 65. Most teachers and school employees retirement systems provide protection for employees who are disabled and almost all school retirement systems provide that members may retire at age 60.

Principal arguments in favor of the extension of social security to public employees are contained in the fact that social security pays widows and orphans

*Secretary, Michigan Public School Employees Retirement Fund, Lansing 2, Mich.

benefits and permits migration from one type of employment to another. School employees retirement systems do not provide for protection for dependents in case the individual dies prior to attaining retirement age. A large percentage of school employees, particularly teachers, are women who are not interested in survivor benefits. Persons who now are excluded from social security by virtue of their public employment, do suffer a loss if they change from public to private employment. This is what we mean when we say that the application of social security to all gainfully employed persons would permit migration.

Thus far we have dealt principally with the objections to the extension of social security to public employees. It must be recognized that there is still a large group of public employees who are not covered by any retirement system, and these em-

ployees are without social security benefits. Attention has already been called to the fact that in many states the nonteaching school employees are not included in the teachers retirement plan. Where this is the case, the school employees who are without protection are anxious to be included under the Federal Social Security plan in order that they may be entitled to some form of old-age benefits. If existing school employees retirement systems are to continue to be exempt from the provisions of the Social Security Act, it will be necessary to broaden the school employees retirement systems so that it will cover all school employees.

We may summarize the situation by calling attention to the following:

1. This year Congress is likely to give serious consideration to legislation which will extend social security to all public school employees.

2. If school people do not approve of the extension of social security to school employees, they should urge that the new legislation include provisions for exempting persons already protected by an existing public retirement system.

3. The exemption of persons already protected can be accomplished by including in the federal legislation the so-called voluntary compact idea. This would permit the coverage of public employees who are not members of a state or municipal retirement system.

4. It is advisable to see that all school employees are included under the retirement system. At present, there are numerous cases where the school retirement system applies only to teachers.

5. The extension of social security to school employees who are already protected might result in a great reduction of the retirement benefits.

Accelerated Education in the Postwar Period

Bernard J. Kohlbrenner¹

The widespread use of accelerated programs of education during the recent war has led to many speculations on their desirability in peacetime as well. Many think that the wartime use of acceleration brought so many obvious advantages, especially in the saving of both time and money, that it should now become a matter of regular practice. There is special interest at present in the question because of the very real possibility of a national program of compulsory, peacetime military training. This program would interrupt, for at least a year, the normal routine of school attendance. Thus it would not create so long an absence from school as military duty in wartime, but it would nevertheless constitute a very real interruption of education. It would postpone the leaving of one and the admission to another school for many boys, and the entrance into adult activities and responsibilities for many more. Students will be interested in securing as much schooling as possible before leaving home for military training. These students will not constitute a large percentage of high school pupils, if they are selected for military training at 18, because most of them will have completed high school by that age. Some, however, will be enrolled in high school, some will be in college, and some will be in no school.

Did our war experience with accelerated education provide any answer for those who now raise this question? If there were clear advantages secured by such a system, were they of such character as to

be hoped for in times of peace as well as in time of war? Were there advantages secured at the sacrifice of other equally important values? These are some of the secondary questions that arise when an answer is attempted to the main inquiry. Perhaps all cannot be answered unequivocally, but our war experience no doubt gives partial answers to these questions.

Why War Education Succeeded

It is obviously true that thousands of students did compress their schooling into shorter periods of time than normally are provided. It is also probably true that many of these students suffered no appreciable evil effects from such accelerated programs. Some, indeed, may have profited more from such opportunities than they would have if they had followed the usual pre-war program. This was true for some because they were bright and alert and given the opportunity to proceed at their own rate of speed which was faster than that expected in the schools.

Under the necessity of securing quick results the armed services concentrated on streamlined techniques. Only essential subject-matter was taught, and methods were employed that appeared to be particularly effective. In foreign languages, mathematics, and natural science, especially, the results seem to have been very satisfactory in a shorter-than-normal time. But the emphasis in such teaching was narrower and more highly specialized than in most civilian teaching. In foreign languages, for example, what was attempted was a speaking and writing efficiency in the language

of everyday use in a foreign country, or a strictly military use of the language. In classes for civilian students, on the other hand, more attention would be given to a literary, linguistic, and grammatical study of a foreign language, rather than a preoccupation with a purely utilitarian or narrowly specialized purpose. The military classes also made use of many teaching aids, more than are generally found in our schools, and some that probably never will be found in them. The armed services especially had the advantage of many types of printed materials, a wide variety of visual and auditory aids, and, in many cases, the use of two instructors for each class. One of the instructors was usually an American whose responsibility was the understanding of the structure of the language, and the other was a native of the country of the language who concentrated on the oral work. Many school systems will spend more money than they have in the past on more reading materials and on visual and auditory aids, but the use of two instructors for small classes in foreign language will remain a luxury that few systems can afford.

Can the High Wartime Motivation be Maintained?

The methods of military education, then, will be suggestive to many high school and college teachers, but many good teachers have been using these methods for years, and some of the more unusual of the teaching aids will be unavailable to many schools.

Entirely aside from the question of

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teaching methods and devices is the more fundamental question of motivation. It is clear that the high degree of motivation secured in the military classes and in some of the preliminary civilian schooling of the war period can scarcely be anticipated in peacetime. Granted necessary ability, the most important foundation of successful learning is motivation. The entire setup of military teaching and of accelerated civilian teaching was such as to secure a high degree of motivation in students, a higher degree than is normally possible.

Preoccupation with speeded-up education led far too many people, including some school people, to forget that solid, effective education takes time. Education depends on the maturity of the pupil—and nature cannot be forced. Although a certain seeming success in training can be secured with little regard to the maturity level of the learner, a true education must be based on the recognition of the ability and the readiness of the pupil to learn. Such education demands time for deliberation, for thought, for living with the learning that is taking place. Thus time is necessary. Although many mistakes may be made when a school becomes inflexible in time requirements and when it makes time spent in school synonymous with education, the opposite extreme should also be avoided. The readiness of some school officials to disregard the value of time spent on education should not be imitated. There were those who were willing during the war to accept all juniors from high school into college. This discredits the whole attempt to plan a substantial program of education in which every year of schooling is profitable. The elimination of a year of education constitutes, not ac-

celeration, but a real reduction in the education offered and received.

Some Acceleration Possible

Means of accelerating education are available (and have been for many years) in the form of summer school attendance and in heavier programs of study to be followed by able pupils during regular school terms. These may be extended and used by any students in a position to profit by them. And such devices do not entail a radical readjustment of the school calendar. The plan of educational organization should be flexible enough, but it should not lead to a superficial quality of education.

If compulsory military training becomes established, part of such training may be considered equivalent to part of the regular school program, in the same way as military experience during the war years was given educational credit. The public school authorities were generally guided by the plans developed by the United States Armed Forces Institute and the American Council on Education for the evaluation of military experience. In peacetime, too, there may be some evaluation of military training, but then, also, caution should be exercised in such evaluation as it was in wartime.

Above all, the individual student must be studied. The pupil who is able should be allowed to carry a heavier-than-average program of work. He should be encouraged to make use of summer school opportunities if he wants to save time and can work efficiently during most of a calendar year. But there should be no disregard of time and the necessity for a more leisurely pace for most students.

Relationship of Principal and Janitor

M. G. Pattington¹

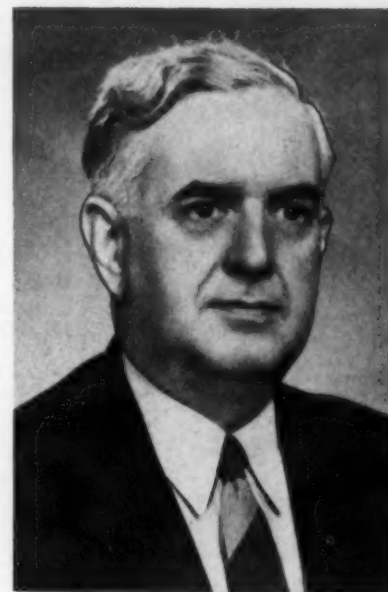
Many school districts have only one janitor in a building housing up to five hundred children, underpaid, on duty from early in the morning until the last shower is taken after the varsity game at night. Outside meetings find this patient laborer on the job, leaving his regular work to run errands, and then spending his week end catching up. Cold winter nights find him tending the furnace until the "wee small hours," and when the windows need washing his wife is pressed into service.

If such a man is a conscientious soul, he spends these long hours, finds his own extra help, says nothing, and takes pride in "his" building. The principal, particularly if he is new on the job, is very likely to find the janitor his most important employee. His own success as an administrator depends largely on his custodial staff, and the house-keeping program he sets up may make or break his general "school reputation" in the

community, for janitors make good publicity agents.

Janitors are always around and students feel free to talk to them, for in many cases the janitor is a family friend of long standing. Janitors see things happen that escape other eyes, and the principal who can discuss mutual problems on common footing with his custodian may learn much. The principal who passes on maintenance information has his janitor in on conferences with supply men, and occasionally invites him to a board meeting to help iron out a "problem" in plant control, is laying a foundation for future efficiency and mutual help.

The principal with a janitorial staff versed in correct disciplinary procedures is a very fortunate man. The ability to draw suggestions from his building custodian and recognize and publicize his achievements will in turn draw interest in the form of having things brought to his attention and settled before they become real problems. Proper recognition by a principal of his janitor's work will reflect in proper recognition of his



Robert W. Shafer
President, Association of School Business Officials

Mr. Shafer, elected at Pittsburgh as president of the Association of School Business Officials, has been business manager of the Cincinnati, Ohio, board of education since 1938.

Mr. Shafer, who was born in Cincinnati, in 1889, was educated in the public schools of his native city and was graduated from the Walnut Hills High School in 1907. At the age of 19, he was employed as an office clerk by the board of education, and after seven years was promoted to the position of deputy clerk of the board of education. In 1923, he became secretary-treasurer, and when the school department was reorganized in 1938 his title was changed to business manager.

Mr. Shafer has long been active in the betterment of school-business management. He is a charter member of the Ohio Association of Public School Employees and served one year each as secretary and president. He has been active as a committee member and officer of the Association of School Business Officials for nearly twenty years.

own administrative abilities.

School policies which deal directly or indirectly with the maintenance and use of school property can be discussed with the custodial staff to the mutual benefit of both, and the personal relationship developed will lead to a better understanding, respect, and increased efficiency in school housekeeping.

Long term planning by the principal for his custodial staff to include better working conditions, adequate salary schedule, sick leave, and in-service training build up a maintenance program that promotes a smoother running organization. Trained men are needed in modern school plant maintenance, and the janitor who knows this to be the school policy of his principal will naturally take a greater pride in the work for which he is responsible.

The janitor will have ideas and helpful suggestions about that proposed new building. Teachers are consulted in program planning and their interest favored in extracurricular work. The janitor granted the same attention in his own field will do more work, more cheerfully and carefully.

A local, town, or county janitors' organization which holds constructive meetings and provides ideas to be exchanged may be one answer to in-service training.

A man-to-man basis for principal-janitor relationship is a fundamental factor in laying the proper groundwork for efficient school maintenance. Plus the backing of good equipment, good tools, and proper recognition for services performed it makes for a good school.

¹Assistant Education Supervisor, New York State Education Department.



School nurse examining student's throat.

The Superintendent Can Help the School Nurse

Gertrude E. Cromwell¹

Recently a superintendent of schools asked a group of school nurses if they knew of any antidote for keeping a nurse from going "sour" on the job. The immediate reaction of that group was that nurses do not become unhappy and discouraged on the job any oftener than do teachers. If, however, the premise is true, certain factors individually and in combination can be held responsible.

Recently 301 superintendents of schools answered a questionnaire which, when tabulated, gave a report of approximately one half of the public school nurses employed in the United States. The following portion of the total tabulation reveals some reasons why a few nurses may be unhappy in their work.

The preparation, which the superintendent stated as required, consisted of from six semester hours of public health nursing to a B.S. degree in public health nursing or education. By far the greater number of schools require the lesser training except in those states where the department of accreditation required a greater amount. One hundred twenty schools employed nurses with no special preparation beyond their hospital training.

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Can a nurse with only her hospital background successfully fit into a public school program? A few unusual nurses can, but the odds are generally against the nurse. Hospital nursing and school nursing hold little similarity. Hospital nursing is concerned with giv-

ing nursing care to a patient with a fairly well-defined illness. School nursing is concerned with discovering causes and ways of preventing symptoms of illness and disabling conditions, and with the improvement of health through individual and family health education; such education having as its objectives the securing of earlier medical care and a better health regime for family, school, and child. To do this effectively and with satisfaction to all concerned, the nurse must have learned proper methods of public health approach and techniques of execution. These she gains through advanced study, directed activity, and insight into how her duties can be carried out in school and community program.

To be successful the school nurse needs in addition to special preparation, the support of the medical profession. Of the 301 schools surveyed, 80 had no medical director or school physician. Several of the superintendents reporting felt that the nurse was sufficiently guided and protected from the medical standpoint by a medical member of the board of education. Such an arrangement has little to commend itself. It only tends to breed suspicion. No teacher ethically expects to approach a school board member in any other manner than through her superintendent. Why should a nurse? Each school nursing service needs an official medical man who is responsible to the superintendent and appointed by the board of education. This physician will at least advise with the nurse and act as liaison officer between the school health program and the medical society.

The school superintendent, probably more than any other individual, can lend moral support and prevent a sense of frustration among his nursing staff if personally or through a well-qualified nursing supervisor he is willing to devote a reasonable share of his time. His attitude toward salary schedules, tenure, retirement, working hours, and working conditions need to be much the same for nurses as for teachers who have comparable preparation and experience. The superintendent alone can bring the nurse into the school rather than permit her to become an appendage dangling between school and community. When this is accomplished the nurse will have backing, understanding, and a chance to grow in stature and prestige within the school and community in which she serves.

Nursing services	Population 2500 to 9999					Population 10,000 to 29,999					Population 30,000 to 99,999					Population Over 100,000					Grand Total
	Midwest	South Central	North Central	Pacific	Atlantic	Midwest	South Central	North Central	Pacific	Atlantic	Midwest	South Central	North Central	Pacific	Atlantic	Midwest	South Central	North Central	Pacific	Atlantic	
No nurse service...	0	0	0	0	0	2	5	4	0	0	11	0	1	0	0	1	0	0	0	0	12
One nurse.....	13	1	15	29	31	3	17	6	10	67	1	2	2	0	0	5	0	0	0	0	101
Two nurses.....	0	0	3	3	9	0	6	5	15	35	3	0	6	2	3	14	0	0	0	0	52
Three or more nurses.....	0	0	0	0	2	0	2	0	7	11	4	1	13	9	27	54	7	6	4	9	139
Nurse supervisor....	0	0	2	2	7	0	3	1	6	17	4	0	8	5	14	31	6	4	2	6	76
Medical direction..	0	0	14	14	15	3	12	7	29	66	5	2	13	7	26	53	6	3	8	13	169
No medical direction.....	13	1	4	18	24	0	13	4	3	44	3	1	4	4	3	15	1	0	1	0	80
Use official community health service.....	0	0	0	0	1	0	2	3	0	6	1	1	6	2	3	13	0	1	5	2	32
Nurses prepared...	7	0	15	22	18	2	19	8	27	74	7	1	17	9	20	54	7	4	1	9	181
Nurse tenure or retirement.....	0	1	18	19	16	3	11	7	3	40	3	2	16	10	25	56	7	4	3	7	148
Teacher tenure or retirement.....	0	1	18	19	22	3	22	0	30	86	3	2	16	11	29	61	7	6	4	7	203

The American Federation of Teachers

Its History and Organization

Wellington G. Fordyce*

When the teachers of Chicago decided to affiliate with organized labor, Samuel Gompers, with four members of his staff, visited Chicago and helped with the preliminary arrangements, and no doubt made suggestions on organization and the constitution for the new teachers' union. Perhaps this is the reason for the close resemblance between the constitution of the American Federation of Labor and that of the American Federation of Teachers.

The constitution of the A.F.T. is a brief document of 13 articles, which governs all actions of the Federation. The executive council and officers of the union are guided by the constitutional requirements rather than by an elaborate system of bylaws. Since its adoption on April 15, 1916, there has been only one major change in the document. This was the addition of a provision for membership of all educational workers except the superintendent. This change admitted some supervisory officers and went into effect in June, 1933.¹

The preamble of the constitution of the A.F.T. makes the following statement of beliefs:

We believe in democracy, and in the schools as the chief agency of democracy.

We believe that the schools have failed of their fullest attainments because of undemocratic administration, adherence to tradition, and lack of responsiveness to the needs of the community; and that the teachers must find the remedy.

We believe that servility breeds servility, and that if the schools are to produce free, unafraid men and women, American citizens of the highest type, the teachers must live and work in an atmosphere of freedom and self-respect.

We believe that the teacher is one of the most highly productive of workers, and that the best interests of the schools and of the people demand an intimate contact and an effective co-operation between the teachers and the other workers of the community upon whom the future of democracy must depend.²

The objectives of the organization to be used in implementing these beliefs are as follows:

1. To bring associations of teachers into relations of mutual assistance and co-operation
2. To obtain for them all the rights to which they are entitled
3. To raise the standard of the teaching profession by securing the conditions essential to the best professional service
4. To promote such a democratization of

the schools as will enable them better to equip their pupils to take their places in the industrial, social, and political life of the community

5. To promote the welfare of the childhood of the nation by providing progressively better educational opportunities for all³

Any group of seven or more public school teachers may be chartered upon application to the executive council of the Federation as a local union. "Teacher" is defined as anyone who does most of his work in the classroom, and who does not have disciplinary or rating power over other teachers. These two powers are regarded by the union as a major source of friction between teachers and administrators. Seven or more principals may secure a charter under the same conditions, if they comply with certain exceptions laid down in Article III of the constitution. The same procedure for organizing a local applies to nonpublic school groups.

Organization of the Teachers' Federation

The officers of the A.F.T. are a president, a secretary-treasurer, and 15 vice-presidents. There are annual elections, except for the office of secretary-treasurer. The executive council which is the actual governing body of the organization, during the interim between conventions, consists of the officers just named. The vice-presidents are chosen sectionally, so that each part of the country is represented. Delegates to the A.F.L. convention are chosen at the annual convention of the teachers' union. The executive council is charged with carrying out instructions of the convention. Provisions are made in the constitution for a referendum or initiative procedure. Under this section, a petition signed by 10 per cent of the membership or two-thirds of the executive council forces the council to submit a question to the total membership. The executive council studies proposals for new school legislation and lobbies for proposals of which it approves. It has the authority to investigate disputes within a local. The constitution may be amended by a majority vote of the convention. The secretary-treasurer who is protected by certain rules of tenure is the major executive officer of the organization. By its charter, the A.F.T. has jurisdiction over the United States, Mexico, and Canada. Its relationships with teachers' unions in Mexico and Canada have not been important. It has had cordial relations with the National Union of Teachers in England and there has been an exchange of convention speakers.

The executive council has authority to charter groups of teachers and institutions not supported by public funds, if the institution is not conducted primarily for religious purposes or for private gain. There is to be no discrimination in the membership because of race, religion, or political activity, except that no applicant whose political activities are subject to totalitarian control, such as a Fascist, Nazi or Communist, may become a member. The organization has many of the features characteristic of other international unions affiliated with the A.F.L. The representation of delegates in the convention is determined by the membership in the locals. Membership in a local is determined by the per capita tax paid to the union, and at least 12 of the previous 14 months must be paid in full to be counted.

The A.F.T. is financed by the dues of its members. These are paid on a graduated monthly scale, determined by the salary the teacher is earning for the current year. Dues are supposed to be paid to the national secretary-treasurer monthly. The failure of local financial officers to comply efficiently complicates any attempt to measure either the number of locals or the size of the membership, since both are determined by this per capita tax. The schedule of dues payments is as follows:

Salary	Monthly Dues	Yearly Dues
Under \$1,000 per annum.....	\$.10	\$1.20
From \$1,000 to \$1,500.....	.15	1.80
From 1,500 to 2,000.....	.20	2.40
From 2,000 to 2,500.....	.25	3.00
From 2,500 to 3,000.....	.30	3.60
From 3,000 to 3,500.....	.35	4.20
Over 3,500.....	.40	4.80

The salary upon which dues are computed refers to the contracted salary and does not include any money a teacher receives for night work, special, and Saturday assignments. There is an alternate scheme of payments which consists in adding the minimum and maximum on a system salary schedule and paying all of a local's dues on this average. The dues include a subscription to the organization's magazine. A local three months in arrears on its dues is suspended and may only be reinstated by payment in full, plus a vote of approval from either the executive council or the convention.⁴ There have been some small gifts to the general treasury but these have been negligible.

The Teachers' Right to Unionize

The upsurge in the development of organized labor since 1930 has educated the public

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¹Constitution of the American Federation of Teachers—Materials dealing with the Constitution are based upon the draft adopted at the Milwaukee Convention, June 30, 1930, and corrected as of September 1, 1933.

²Preamble to the constitution of the A.F.T., as printed September 1, 1941. This is the most recent revision.

³Article II.

⁴Article VIII.

to a quasi-acceptance of expanding unionism and has led to a modification in public attitudes toward teacher unions. This inference is supported by the fact that with the organization of new locals, the opposition does not claim that teachers do not have the right to organize into unions, but is principally concerned with the professional and ethical question of the right of any public employee to affiliate with organized labor. Some states have legal provisions which forbid any governmental agency from entering into a contract with a labor union. Michigan is an example. In spite of legal restrictions of this kind, boards of education have found, and are finding, it necessary to meet and deal with representatives of teachers' unions. The A.F.T. has claimed for teachers the right to affiliate with any organization they may choose, and in industrial centers where organized labor is strong, open opposition has disappeared although hostility to the idea of union affiliation is present in many segments of the general public.

The A.F.T. has had occasional conflicts with traditional teacher associations. In some cases the feeling is very bitter over the snobishness of the teacher "associations." In 1921 the Federation charged that the attacks of the N.E.A. and the California Teachers' Association were more bitter than those of other groups.⁵ Counts has remarked that there are some educators who with "... that smug complacency with which the students of education have ignored the medium in which the school must perform its task" are the worst enemies of the Federation.⁶

In 1936 the Cleveland local of A.F.T. attempted to elect a slate of officers in the annual meeting of the North Eastern Ohio Teacher Association (17,000 members). The officers of this body have been administrators, and only twice in the organization's 75-year history has its president been a classroom teacher. The Union won one office, that of recording secretary. This experience did have an advantage for the Federation, in that many teachers heard of it for the first time.⁷ There was a well-organized publicity campaign for the union slate but most of the teachers regarded this slate with suspicion. There were some charges of ballot stuffing on both sides. From experiences with this election, it is probably unlikely that any such illegal balloting took place. The integrity of the staff in charge, and the general indifference of teachers to the officers of this organization (which functions only for two conventions of the district annually) would make it improbable. The union has made no further attempt to enter a slate of candidates to gain control of the organization.

Infiltration in Traditional Associations

There is some evidence of the infiltration

⁵American Federation of Teachers, *Bulletin*, March 7, 1921.

⁶George S. Counts, *School and Society in Chicago*, p. 17.

⁷Cleveland *Plain Dealer*, *Press, News*, October 23, 1936. See also Youngstown (Ohio) *Vindicator* for this date as an illustration of the spread of information concerning the A.F.T. as a result of this election.

of the A.F.T. influence in the traditional associations. Many union teachers belong to both. There are some names which appear in union publications as well as in those of the associations. George Counts, who was for two years president of the A.F.T., has served on important committees of the N.E.A. John L. Childs has addressed this body, and served on its committees. One of the petitioners for the establishment of the classroom teachers department of the N.E.A. was Margaret Haley, who two years after the granting of this petition, was one of the founders of the A.F.T. There are at this writing several persons active in important assignments for the N.E.A., who have been active in the A.F.T. The classroom teachers department of the N.E.A. has grown in importance, and has probably modified the policies of the Association. An example of this modification was the taking over by the central organization of the teachers' defense program which was begun by the classroom teachers department.

There is no evidence of an actual policy on the part of the A.F.T. to try to infiltrate and control the state, regional, or national teacher associations. Comments made to the writer indicate that unionists hope that the A.F.T. will soon be strong enough to sever all relations with the associations. In this case the A.F.T. would function as a competitive organization with teacher associations, and would aim to wean members from those associations.

The promotional program of the A.F.T. has been a major problem for the organization since it was founded. In the early days of the organization it had only a single organizer, loaned to the teachers by the A.F.L. During the 1920's when the drive against organized labor was at its peak, the A.F.T. could scarcely claim to have had a promotional program.

Promotion of Membership

The 1938 convention adopted the following program for promoting membership in the organization:⁸

1. Teachers were urged to enter community service wherever possible, to build a friendly feeling toward the teachers. They were urged to teach Sunday school, to work with community groups such as the American Legion, the Parent Teacher Association, and community service clubs in order to attain this purpose.

2. Organizers should be selected from among local residents of a community to make the promotional effort one which would have local confidence.

3. First approaches should be made through social contacts. Parties and teas were suggested as methods of approach within a community.

4. Favorable support should be solicited from local religious leaders, the Y.M.C.A. and the Y.W.C.A., before actually making the organizational attempt.

5. Support of local units of organized labor should be solicited and members of local labor organizations should be called upon to assist the teacher union organizer.

6. The organizer should have a plan for action prepared so that when the local was formed, he would be able to present it. This plan would

result in giving the teachers confidence in the ability of the union to meet their needs.

7. The promotional effort was to be concentrated in urban, industrial areas where organized labor was strong.

8. The continuity of the promotional effort was to be emphasized, and officers of the Federation were directed to assist in every way possible.

9. An appropriation of \$16,000 was made to carry on this promotional program.

10. It was recommended that special assessments be voted to produce funds for financing the renewed drive for expansion of the organization.

Today's organizer for the A.F.T. puts all of these techniques and suggestions to work in the field. In fact, he adds many of his own, and is governed by the local circumstances. On his arrival in a city he contacts his original source. This may be a person who has written to the national headquarters, a person whose name has been suggested by another union teacher, or a member of some local labor union who has come to believe there is a possibility of forming a teachers' local. If none of these contacts are available, the organizer may call upon the president of the local teachers' association, or perhaps a principal or even the superintendent. In fact, from accounts of one organizer, this last contact is not infrequent. Where possible, a meeting is arranged. This may be a public meeting, or a private and secret one in the home of some teacher, depending on the nature of the community and the labor attitudes which are common in the locality. There have been cases in which the president of a local college or university furnished the contact, and more than one organizer has addressed a college faculty at the invitation of its president. Opposition may come from all of the sources just named.

In places of the "Middletown" type the exact opposite reception may be expected. Where the organizer makes the first approach to the press, the reception is usually favorable, at least at the beginning. It may become hostile as opponents of the idea become conscious of what is going on, and what the union program is to be. In Louisville, Ky., for example, the original press notices were good. In fact, they were impartial enough to suit the opponents of unionization, and yet were helpful in that they did not arouse the fears of the teachers.⁹ In Tulsa, Okla., the exact opposite happened. In Tulsa an editorial said of the union proposal "... (it) is a cold-blooded, commercialized, political scheme. ... Teachers are promised extravagant salaries and much political power." It also charged that it would produce disregard for principals, supervisors, and would try to dictate the fiscal policies of the board. The question according to this paper was whether teachers were "mechanics or craftsmen" and referred to the A.F.T. program as a "promise of loot."¹⁰

Experiences of organizers for the Federation run the gamut of extremes. The greatest deterrent to the formation of a union has

⁹Louisville *Courier-Journal*, December 2, 1941.

¹⁰Tulsa *World*, December 12, 1941.

⁸Proc. A.F.T., 1938, p. 25 et seq.

been, and is, fear of the loss of the teacher's job. In the absence of tenure this fear is strongest in the spring of the year before contracts have been issued. Candidates for teaching jobs, in a few places, find themselves in need of paying something to a board member or a political boss for the job. In one place a high school principal sent word that all of the teachers would be present at an organizational meeting, and that all would sign the application for a charter. It later developed that he hoped to use the union as a means of ousting the incumbent superintendent in order to get his job. Organizers have promises that teachers will come to meetings, but on occasions, no one comes. The fear of the superintendent or board has intervened. A superintendent may often be friendly to organized labor, and want its support for his financial and educational program, but this is no guarantee that he will welcome a teachers' union. It is this attitude which is particularly a source of bitterness on the part of the A.F.T. It has been the experience of the Federation, and it has now become fixed as a part of its policy, that a former teacher makes the best organizer of new locals.¹¹

The Communist Influence

Like most labor groups, the A.F.T. is sensitive to any name calling that includes "Red" or "Communist." In 1921 the convention adopted a resolution calling on the A.F.L. for aid in "... combating these un-American influences and maintaining the schools as the basis of democratic institutions. . . ." This was inspired by the reactionary attacks that were being made on the schools during the 1920's.¹²

Factional squabbles in the 1930's suddenly developed into a real battle, with Communists winning the organization. The leaders of the conservative group were Henry Linville and Abraham Lefkowitz, who were former officers in New York locals. Linville was at one time president of the national organization. The struggle was at first viewed as purely internal, as the labor movement in the United States was being torn into bitter factions by the appearance of the Congress of Industrial Organizations.¹³

The presence and influence of the Communists within certain locals came to the open attention of the Federation in 1935-36 due to the open opposition of Linville and Lefkowitz, and their demands for the withdrawal of charters from the offending locals.¹⁴ In 1935 the A.F.L. appointed a committee to investigate the situation, and it recommended the charter of Local No. 5, New York City, be revoked.¹⁵ In 1936 the A.F.T. was openly charged with being Communistic. Evidence was the presence of a red flag at the convention, circulation of Russian literature, and



the absence of the American flag. It had also endorsed the Spanish Popular Front.¹⁶

Linville was discussing the quarrel within the local between followers of Trotsky and Stalin, and there were hints at the resignations of some prominent members of the organization because of it.¹⁷ George Counts denied his withdrawal and Robert Lynd said that it was time for those who had not been active to begin to participate in the programs of the locals.¹⁸ Others insisted that mistakes should be pointed out and action taken. John L. Childs resigned because of the Communists.¹⁹ A joint meeting of the executive boards of the three New York locals was held, and Childs' statements were criticized as having "antiunion and antiliberal consequences."²⁰ Two weeks later the Central Trades and Labor Council expelled Locals No. 5 and No. 537, and a WPA teachers local No. 453. Evidence of Communism was defined by this labor council as sending a delegate to the American League for Peace and Democracy Convention, and attending a demonstration for the Abraham Lincoln Battalion. The WPA group said that this action would only harm the fight being made by the A.F.L. for the WPA.²¹

John Dewey, Henry Linville, and 650 others resigned from the New York locals to which they belonged and organized an independent group called the "Teachers' Guild." Linville said that 75 per cent of the membership of the suspended locals were "Stalinists." The suspended locals continued to protest through their officers—talking of the achievements of the three unions, "the forces of reaction," and the "damage to labor."²² This was apparently their technique to make the general public believe it was still a minor factional fight within the local. Their claims might have succeeded had it not been for prominent leaders such as Childs, Dewey, and others who withdrew from the union and continued the fight.

¹⁶Ovel Johnson, "Red Mist Over Philadelphia," *National Republic*, 24 (October, 1936), p. 1. This author is professional patriot.

¹⁷Henry R. Linville, "How Communists Injure Teacher Unions," *Social Frontier*, 5 (March, 1939), p. 174.

¹⁸*New York Times*, January 1, 1939.

¹⁹*Ibid.*, January 3, 1939.

²⁰*Ibid.*, January 6, 1939.

²¹*Ibid.*, January 20, 1939.

²²*Ibid.*, January 21, 1939.

Labor's Demand for a Purge

The A.F.L. executive council meeting in Miami, Fla., urged the extension of the Dies Committee appropriation in February, 1939. Matthew Woll, a member of the A.F.L. committee on education in a statement to the press said that the A.F.T. could not permit itself to remain a "breeding ground for Communists," or it should withdraw from the A.F.L. He insisted that the A.F.L. had made repeated demands upon the teachers to purge the organization of communism, and hinted that the expulsion by the central labor body in New York was just a beginning. Woll further suggested that many teachers were being kept from joining the teachers' union by the presence of communism and that a reorganization might be necessary.²³ A week later President Green denied that the executive council had taken action, and said that it would take no action.²⁴ Jerome Davis publicized this reply of Green's as "putting Woll in his place." Green denied this purpose and said it was Davis' personal interpretation.

The executive council of the A.F.L. gave the teachers three months in which to get the matter settled.²⁵ It emerged at this point that John L. Childs resigned because he had been told that he had better discuss union policy with Earl Browder. In April an anti-red slate was presented in the New York locals. One hundred and fifty members appeared at this meeting and there were the same number of nominations. It was charged that the usual communist technique of "delay and divide" was used. Members were worn out with delaying debate until enough of the conservatives wandered home, as teachers do from boring meetings, and the radicals then pushed through their slate.²⁶ Officials of No. 5 steadily denied all charges, and insisted that the entire procedure was democratic. In November Linville and others testified before the Dies Committee and pointed to the defeat of every anticommunist candidate in the elections in the New York locals, the withdrawals of Dewey, Childs, and others, the lining up with Russia, and the infiltration technique and parliamentary zeal devices with which the communists had gained control.²⁷

In April, 1940 George Counts was faced with a demand by the A.F.L. that the charter of Local No. 5 be revoked as it was injuring promotional plans for the Federation.²⁸ In New York City the union locals or at least the more radical elements were putting on a real show. In protest of the mayor's proposed budget they picketed the city hall and council chambers all night, and held a sunrise prayer service on the sidewalks. The protest was concerned with a reduction in the teaching staff.²⁹ Four days later Local No. 5 with great ceremony presented to Dr. Franz Boas a

²³*Ibid.*, February 6, 1939.

²⁴*Ibid.*, February 14, 1939.

²⁵*Ibid.*, February 14, 1939.

²⁶*Ibid.*, April 28, 1939.

²⁷*Ibid.*, November 28, 1939.

²⁸*Ibid.*, April 5, 1940.

²⁹*Ibid.*, April 17, 1940.

¹¹Irvin R. Kuenzi, *The Union in 1941*, p. 5.

¹²*Proc. A.F.L.*, 1921, p. 269.

¹³"Organized Teachers Speak Out," *New Republic*, 83 (September, 1936), p. 118.

¹⁴Supplementary Bulletin, A.F.T., September 14, 1935.

¹⁵*Proc. A.F.L.*, 1935, p. 261.

special award for "outstanding services to the cause of education for democracy." During a speech at this meeting, William Hendley, president of Local No. 5 let slip the fact that teachers being released under the new budget which was being protested were substitutes. It was not the tremendous attack on New York teachers that the demonstration would make one suspect.³⁰

The Offending Unions Expelled

In the 1940 A.F.L. convention, William Green said that an impression existed that the A.F.T. "... is controlled by those who are at least flirting with an economic philosophy that is contrary to American ideals and public opinion." He also stated bluntly that the A.F.L. would no longer assist in the organizing program, and that the teachers must prove they were American in ideals and loyal to American institutions.³¹ With this push and attitude to deal with, the A.F.T. in January, 1941, notified New York Local No. 5 that charges of dual unionism and undemocratic practices had been filed against it. This was the action of the group led by George Counts, who had been elected president at the Buffalo convention in August, 1940. The local was charged with the following: (1) It had organized a CIO local where an A.F.L. local existed. (2) Through its communications it had "aroused hysteria among the membership." (3) It had violated its jurisdictional rights by enrolling a teacher who properly belonged in another union. (4) It had caused an investigation by the A.F.L. (5) It had aroused hostile feelings among labor groups leading to its expulsion by a central body. (6) It had brought unfavorable publicity to the Federation.³² The basis of the evidence as announced was an analysis of the local publications of the union. William Hendley denied everything in particular and in general. He used the terms "pious fraud" and "smoke screen to conceal antidemocratic purge."

The next step represents one of the most courageous actions taken by any organization. The executive council of the A.F.T. recommended the revocation of the charters of the locals in question because their actions were "detrimental to the cause of democracy in education." This meant that three locals with a membership of 8000 elementary high school, and college teachers were expelled from the union.³³ The action was submitted to the membership of the Federation and was upheld.

The expulsion of 8000 dues-paying members would be no light task for any organization. However, the purge brought immediate requests from the New York Teachers' Guild and others who were anxious to rejoin the organization after the housecleaning. Charters were issued to No. 2 and No. 25 as replacements for the expelled locals.³⁴ The A.F.L. added its blessing to the action in its 1941 convention, and expressed the hope that this



Dr. William J. Hamilton
Superintendent, Oak Park, Illinois

After 29 years of service as chief executive of schools at Oak Park, Dr. Hamilton is retiring. He has been succeeded by Dr. B. L. Smith, associate superintendent of schools, at Alton, Illinois.

frank action would bring unorganized teachers into the Federation. It took credit for having assisted the teachers in cleaning up the dispute.³⁵

In the 1942 convention of the A.F.T. there was evidence that there were still some elements which were sympathetic to the expelled locals. There was a request to the convention that "some form of recognition or co-operation with the continuing organizations whose charters were revoked" be given. The suggestion was rejected by one vote.³⁶

The story of communism within the A.F.T. reveals certain techniques of infiltration by communists which were actually visible. Too many persons have scoffed at this technique on the part of the Communist Party. From an examination of the development of the struggle within these New York locals, it is obvious that the Federation will watch its membership more closely, that members of locals will not walk out of meetings to leave important matters to be decided by those with the greater staying powers. It is also of interest to note that the Federation made a mistake in the WPA unions which were organized. Many of these people were not qualified teachers, and were engaged only in adult education projects and special programs which did not place them in conflict with state licensing laws. The part played by certain university professors in New York also reflects upon the city administration. City colleges and city schools were both infected with radicals. The city administration did very little. The A.F.T. believes it took more action in revealing and eliminating radical elements than did any responsible governing body.

³⁰Proc. A.F.L., 1941, p. 400 ff.

³¹Ibid., 1942, p. 34 ff.

³²Ibid., April 21, 1940.

³³Proc. A.F.T., 1940, p. 2.

³⁴New York Times, January 4, 1941.

³⁵Ibid., January 18, 1941.

³⁶Ibid., June 19, 1941.

Present Major Problems

Among the major problems that have been faced by the A.F.T., that of the right of teachers to organize was perhaps the first serious one. While there has been, and still is, very strong opposition to the affiliation of teachers with organized labor, the personal right of an individual teacher to affiliate with a labor union is no longer questioned. The legal status of unions of public employees remains unchanged in spite of public attitudes upon the question of unionization.

The relationship between the teacher union and the teacher association has remained virtually unchanged during the 28 years of the union's history. They have been competing organizations throughout the entire period. There is some evidence of infiltration of union members into places of importance in traditional associations. There is also some evidence that the existence of a union has brought a greater emphasis upon teacher welfare to the programs and policies of the associations. There is a marked trend in the thinking of union leaders that the competing policy of the union may be extended to include a policy of nonparticipation in the association membership.

The American Federation has been slow to develop a consistent program of promoting membership. There have been advances in its promotional program, but it meets with many obstacles in attempting to spread its influence by the organization of new locals. It has little permanent success in rural areas, and has confined its major efforts to urban districts. It has met setbacks in its growth, but since 1926 there has been a steady growth.

The American Federation of Teachers has shown a remarkable toughness in dealing with the radical elements within the organization. The expulsion of three locals which enrolled almost one third of the total membership of the organization served to remove the radical group from its ranks. For a struggling organization to expel one third of its membership under any circumstances can only be interpreted as evidence of courageous leadership and faith in the fundamental purposes of the organization. There is evidence that the Federation learned a lesson as to the dangers of unselected solicitation of members, and will probably pursue a more conservative policy in the future. The organization has survived the test of this series of serious problems.

THE BOARD OF EDUCATION

In the days of the covered wagon, members of the board of education were chosen from a small assembly gathered at the little red schoolhouse. As populations increased and large school plants replaced the little red schoolhouses members were elected by secret ballot at regular annual school elections.

The modern board of education makes, interprets, and appraises policies and plans for the public schools. It employs a superintendent and other professional staff to carry out these policies and plans. 380,000 men and women make up the boards of education of our country. Nationally and locally, their work is of first importance since a school system is one of the large business enterprises in any community.—Battle Creek, Mich., *School Digest*.

In Lieu of the Dinner Pail

Organization and Management of a School Lunch Program

Margaret Mendenhall¹

When the noon bell rings in Bremerton, Wash., every school day, between four and five thousand children hurry to join lunch lines in the 15 school cafeterias. They are served nourishing plate lunches which give them one third or more of their daily food requirements and half a pint of milk.

Parents of many of these students are employed in the United States Naval Base and the Puget Sound Naval Shipyard, the largest naval shipyard in the United States, which is located within the base. The city of Bremerton is ideally situated on the beautiful waterways of Puget Sound with the Olympic Mountains forming a scenic backdrop. The latest population figures of 78,000 make it the fourth city in size in the state.

Rapid expansion of school lunchroom facilities became necessary with the influx of thousands of warworkers and their families to Bremerton. The number of children buying school lunches increased as mothers accepted employment outside of the home and food rationing became established. The P.T.A. members who had been volunteering their services to carry on the program, found that the accelerated tempo of living allowed them little time for a project which showed a tendency to grow like Jack's beanstalk. They requested the board of education to take over the school lunch program beginning in September, 1944.

Operation of the school lunch program by the school district made it possible to utilize the compelling interest in food as a means of



Mrs. Price, second from left, giving instruction in the use of the French knife to a group of new cafeteria workers. — Photos by Chet Ullin.

realizing educational objectives of the program such as the development of social habits and adjustments.

In the ensuing two years, four new cafeterias were opened. Plans for next year include the addition of two more: one to be operated at an elementary school which previously ran on double shift, the other at a school where no room was formerly available.

Five cafeterias have modern equipment with cooking and serving arrangements for efficient operation. A cold box refrigeration

unit was recently installed in the high school cafeteria at a cost of \$600. Advantages are substantial savings on food, ample milk storage space, and more attractive salads. Older cafeterias are gradually being modernized to facilitate service.

The lunchroom areas have a dual purpose; they are also used as auditoriums for assemblies, group meetings, showing of films to large groups, etc.

Supervision of Lunches

The advantages of central operation of the lunch program were clearly recognized by the administration. With uniform procedures in regard to lunchroom standards as well as menu planning and financing, much duplication of effort was eliminated.

The supervisor of cafeterias is hired by the board of education, and paid from cafeteria funds. Bremerton is fortunate in having a supervisor who has a background of excellent training and experience as an educator as well as a dietitian. She divides her time and effort among the 15 schools as the occasion demands. A full-time clerk is employed to assist in the accounting and record keeping, handling cash, and pay rolls. The cafeteria office is in the board of education Office. An assistant supervisor was hired this year.

Each month the school board receives a financial report. The supervisor is present at administrative and principal's meetings and works closely with building maintenance groups.

The sources of income are from WFA and



Lunch time at the Bremerton High School cafeteria. The lines move quickly.



The carefully balanced meals are the means of teaching correct table manners.

regular payments for meals. The grade school pupils pay \$1 for a meal ticket good for five meals. Junior and senior high school prices were recently raised to \$1.25. In budgeting the money, the supervisor spends approximately 55 to 60 per cent for food, 25 to 30 per cent for labor, and 10 to 15 per cent for miscellaneous costs and equipment.

Approximately 60 full-time persons are employed and 20 substitute workers are available. In selecting paid employees, consideration is given to good physical vigor as well as the required health examination and certificate. X-rays are paid for by the school board. Permanent lunchroom employees are covered by the State Industrial Insurance. Intangible qualities, such as a genuine interest in children and schools and a willingness to work with others, are considered important. Neatness, cleanliness, and a cheerful disposition are considered essential. Other qualifications being equal, preference is given to women who need to be self-supporting.

A definite wage scale is in operation. Cooks work six hours daily, while helpers work from three to five hours. The hourly wage for head cooks is based on the number of students fed. Helpers are paid a flat rate of \$1 per hour. Group A cooks, feeding up to 75 children per day are paid \$1 per hour. Group B cooks, feeding from 75 to 150 daily are paid \$1.15 per hour. Group C cooks, feeding over 150 per day are paid \$1.25 per hour.

In-Service Training

Information concerning their part in the lunchroom program and specific objectives and standards for workers is contained in the fall bulletin which each employee receives. Once on the job, a comprehensive in-service training program is available. Five general meetings are held during the year. In these meetings the cooks join in group discussions and new developments in food sources, qualities, and preparation are brought to the at-

tention of the entire group. Additional meetings for head cooks are held when necessary.

This year classes in cafeteria management were taught as part of the regular night program. Attendance of cafeteria employees was on a voluntary basis. Interest was evidenced by the enrollment which averaged 60. Classes were conducted on alternate Tuesdays from 7:30 to 9:00 p.m. The members of the class represented a cross section of the school cafeteria employees, employees of local restaurants and the naval base, and interested housewives. This class covered equipment operation, food values and preparation, use of new foods, sanitation. The group began the compilation of a quantity foods cookbook to



Testing meatballs in the big oven.

be used in the school lunchrooms.

Another part of the in-service training program sponsors exchange visits of workers from one school to another. These visits give workers a better understanding of the entire school lunch program and also stimulate an interchange of ideas.

Help on the job is given to cooks and helpers in each school when the supervisor or her assistant occasionally spend an entire working day in one school kitchen. Routine visits to all cafeterias are made at least three times a week, and especial help is given new workers. When new equipment is being used or when difficulties arise, the supervisor is ready to help.

Plans for the future include a summer training course for prospective employees and the compilation of a traveling library of informative articles and books on topics related to the program.

Meal Planning and Serving

Menu planning is done at the central office two weeks in advance. Menu sheets are sent out to the various cooks with an explanation sheet of necessary recipes for all new dishes. Special recipes using surplus commodities are worked out. All food is ordered by the supervisor after discussing needs with each head cook.

Working on a theory that it is the exceptional person who can go down a cafeteria line and come out with a tray of well-balanced nutritious foods every day, the lunches are planned for the children and not sold a la carte. The same menu is used for all the elementary schools. Another meal is planned for junior high school students, and still another type of lunch is served in the senior high school. Snack bars are maintained in the junior and senior high schools, but here Jane and Joe may purchase "extras" only after they have gone through the regular lunch line. Grade school youngsters may come back for second servings. Children are encouraged to taste and learn to eat new foods. Sample servings tempt them to try the food, and they may have more if they wish. Much stress is placed on the prevention of food waste.

In the largest school there are four serving lines. Some of the elementary schools use two lines, and smaller schools use only one. Lines move fast, with approximately 10 to 12 students served per minute in each line. Some student help is used with emphasis on training and guidance. Students work approximately 20 minutes in return for their lunch.

Educational Values of the Program

The educational opportunities presented by the school lunch program have not been overlooked. Various projects illustrate how the school lunchrooms may function as a part of the learning program of the entire school.

Art classes have made posters emphasizing the seven basic types of foods. "Guide to Good Eating," an Erpi classroom film in color, further stresses the importance of

proper nutrition in a delightfully graphic way. Children have been induced to invent situations to dramatize proper table manners and to plan parties and teas for their classmates or mothers. They learn consideration for others and many of the social graces.

In one school a school-wide campaign has been conducted to promote proper lunchroom attitudes and behavior on the part of the pupils by making the children feel that it is *their* program. Pupil suggestions for lunchroom procedures are put to the test of practical application in the lunchroom. Continuous classroom discussions lead to improvements suggested by the children from time to time. Each child is responsible for his own behavior. Teacher supervision is not necessary. The principal is near by if help is needed.

In another elementary school, children choose hosts or hostesses who preside over one table for a week at a time. Each host is responsible for the behavior of those at his table. Personality development and etiquette as well as improved eating habits have resulted. Illustrative of carry-over values of this training, where clean plates are the rule, one mother noticed her boy eating beets for the first time and discovered the reason when he said, "Gee, Mom, I had to eat them when I was host, and then I found out I liked them."

To make lunch time more leisurely and enjoyable, a microphone has been set up at this school and children take turns performing at an impromptu amateur show. Enthusiasm is so great that numbers have to be limited to five per lunch period.

Health Council Survey

The school health council has conducted a lunchroom survey, the specific summary of which has pertinence. It was found that home training is responsible for the prevalent likes and dislikes in eating. Pampered children leave more on their plates and have more definite ideas concerning what they do not like.

Rest periods following lunch time have been found very helpful and several schools have reported such ideas as singing during the period directly after eating. Other schools carried on a story hour, quiet rhythms were used by some, quiet games like checkers and parchesi were suggested for older children, and several schools had the library open for reading at this period.

Facilities for washing were found inadequate in some schools and more serving space was needed in some of the lunchrooms to avoid overhandling of food by children as they served themselves.

The survey served to attract attention to the lunch program with the result that classroom studies became more pertinent; there was better teacher-pupil organization, more courteous conduct, and more carry-over into home with a resultant school understanding and appreciation.

The findings of the survey revealed that better pupil growth resulted when the children helped plan and conduct the lunch



The Harrison, N. Y., School Board Meeting of the Air.

Something Different in Public Relations!

Louis M. Klein¹

The school board of Union Free School, District No. 6, Harrison, N. Y., has been making efforts for many years to get the average citizen to attend its regular meetings. Invitations were extended through the public press, letters were sent to various heads of organizations, but all to little avail. The board, therefore, decided to bring "the mountain to Mohammed," so to speak, and decided to present on March 21, last, a "School Board Meeting of the Air."

This "School Board Meeting of the Air" was a full hour radio program in the form of a panel discussion broadcast from the stage of the auditorium of Harrison High School over Station WFAS, White Plains, N. Y. The persons participating in the panel discussion were school board members, presidents of two Parent-Teacher Associations, the president of the teachers' association, a high school parent, and the superintendent of schools. The moderator for the panel discussion was Professor Charles A. Dwyer, instructor of public speaking at New York University. The high school band of 60 pieces took part in the broadcast with musical selections consuming 16 minutes. The script for the broadcast was written by the superintendent of schools. After the formal part of the program was

concluded the audience joined in asking questions of the panel members.

Circular letters were sent home through all students informing parents of the program to be offered and inviting them to attend the broadcast and to participate in the discussion during the question-and-answer period after the broadcast. It was suggested that parents who could not come to the high school, tune in on the radio part of the program.

The program's purpose which was to give the average John Q. Citizen a clearer conception and a better understanding of some of the basic factors underlying the operation of the public schools of District No. 6, Harrison, N. Y., was readily achieved. When the hour's radio time was concluded, the studio audience continued to ask questions of the members of the panel which were answered.

The response of the general public to this novel method of public relations was excellent. Many persons tuned in on the program and reacted very favorably to the entire program, which was extremely informative and gave the listening audience an insight into the philosophy, the services, the organization, and many of the special advantages of the schools.

The results of this experiment in public relations were such that the school board contemplates doing another program in the near future. In our judgment, bringing the "Mountain to Mohammed," was worth while.

¹Superintendent of Schools, Harrison, N. Y.

period. Some children wrote their own health rules, and at one school the children carried on a campaign in which they gave health talks to the lower grades.

Community Interest

Twenty P.T.A. cafeteria chairmen, representing every school in the city, were recently served a typical high school lunch consisting of hamburger creole with cheese biscuits, green spring salad, buttered string beans, bread and butter, butterscotch nut pud-

ding, and milk. In the group discussion following the luncheon, the supervisor answered questions regarding the school lunches. These key people then reported back to their organizations and answered questions of members regarding school lunches.

The lunchroom facilities are often used by student organizations for special meals and occasionally special luncheons and dinners are served to community groups.

Parents in general are kept informed by a

(Concluded on page 66)

Educational Films Should TEACH

Russell O. Boyer¹

In attacking the present educational motion picture situation, one can start nearly anywhere and trace a path of inconsistency and poor planning that ends in a state of pedagogical inefficiency. But in spite of this, it is possible to prepare a film program that will be considered just successful enough to divide educators into two groups: Those who are satisfied to follow the pattern as it now exists, and those that having tasted some success are now ready to give motion pictures far more breathing space and to go so far as to welcome a major operation.

Unfortunately, many of the latter group are lethargic because of the supposedly insurmountable task that lies ahead. As a consequence, very little is being done about improving the over-all situation. What success is gained in the present or future depends upon the amount of time interested schoolmen are willing to spend and the cost that financial resources at their disposal can stand. But the point is that it is not now possible to rate teaching effectiveness with films as commensurate with the time and cost involved.

Cause of Present Difficulties

The root of the present difficulties lies in the fact that the entire structure of educational motion pictures is weakened through the existence of entirely too many sources of films. This is not the fault of anyone. The condition exists because it was found profitable to make films for rental purposes and the field was wide open. Enterprising business houses found it well worth while to develop educational films, and other groups working without thought of remuneration came up with some good films. There certainly can be no quarrel with these exhibitors. In fact, they should be commended for showing us the possibilities of educating with the use of motion pictures. Admittedly efforts have been made to reduce the number of sources through the establishment of film libraries. These have helped somewhat, but the libraries are not nearly large enough or well enough stocked to meet the requirements of the areas which they serve.

Another basis for criticism is that too many of the films shown are not graded to age levels, though the subject matter may fit perfectly. In other words, these films are not adaptable either because they are too difficult for that age level, or too juvenile, or contain too many speech irregularities. There are only a limited number of films in the first place so that a complete coverage of a given course is not possible with the showing of these pictures. It may be that the desired films are actually in existence, but the handicaps at present are too great for extended and successful "searching." Therefore, it may be said that for all practical purposes there are not enough films for any course of study that depends upon those films to form the basis for teaching the course.

¹Supervising Principal of Schools, Bayville, N. Y.

Although one of the main criticisms in film planning is maldistribution, it isn't altogether true that a film cannot be had when wanted. Many of the film companies have done very well in this respect. But the difficulty is in getting a film with descriptions of such nature that will minimize the work of previewing. The descriptions that are provided on content are usually good, but they do not point out peculiarities of the film so necessary for the teacher to know in advance. This is an inherent weakness and should be placed high on the list for attention when the time comes for improving facilities.

In stressing lack of good organization behind the distribution of films, it must be added that this weakness is recognized as a major factor because with the weakness comes a lack of continuity and when the continuity of a film program is interrupted its adaptability is made less effective. The resultant effect is a limited interest on the part of the teacher and a certain amount of indifference in the cases of many school administrators. That is partly at the bottom of the situation as we know it today.

A Film Clearinghouse Suggested

We know how difficult it is to get films for the type of teaching program now attempted. We can well imagine the futility of beginning to plan an adequate program of film teaching in the face of such limitations as exist and the hopelessness of contacting the many sources now required. It would entail considerable expense that could not be justified in the results.

The encouraging aspects are that there is a market for low-cost films. The public is sold on their value and will pay for them. This should inspire film makers to co-operate in plans for the future. School leaders are doing good work in making the best of the situation and have done a good job of organizing in order to make use of available films.

Then, we are not altogether in the position of "the man who fiddled when he should have been leading a bucket brigade to Rome." There are certain isolated instances where action is being taken in the direction that should help considerably. Eric Johnston, president of the Motion Picture Association, recently revealed that his organization has appropriated \$100,000 for the production of seven sample experimental films. Dr. John R. Miles, a member of the Commission on Implications of ASEP, Washington, D. C., is working on a study project with the immediate objective of redistributing films and in so doing of making them directly available to educational groups. One of the considerations calls for the appointment of a "Czar" who would organize a sort of "clearinghouse" for the films and then redistribute them to local library groups as they are needed. Nothing is mentioned as to the source of financial support for this venture. But the study represents a step in the right direction.

My own conception of the approach to be

made in bringing about an improvement is to have two plans. One is the obvious need for exploiting more effectively our present resources. The other is to be ready for the moment when we will have "sold" the idea of providing a major spot in the curriculum for films and also sufficient aid for other educational groups and can enlist the aid of the forces who hold the purse strings and have power to act.

A Survey Commission Needed

In order to get these plans under way it will be necessary, in my opinion, to appoint an educational commission (national in scope) of interested educators, who will make a survey and recommend action to be taken. This commission would remain in existence as long as would be necessary to establish a policy that might be considered practical and at the same time acceptable to the groups to be benefited. Representatives from these groups would be selected to serve on the commission. The groups would provide the funds necessary to finance the study and make whatever assessments down the line needed to bring home to the local units their responsibilities and obtain from these lesser but important sources whatever other aid might be forthcoming in the way of surveys, etc., helpful in furthering the study.

At least one school superintendent is almost completely "satisfied" with the present motion picture situation. He made this clear when he quickly disagreed with me after I offered the statement that the motion picture situation is far from acceptable. "I don't agree with you," he retorted. "Why, I can get some wonderful films in science, social studies," and he mentioned several other fields, then added, "These films that I mention are available. Of course," he admitted, "We need someone to search for them and make them available when we need them."

The latter part of his statement is typical of a great many film users. His statement, too, brings out the fact that our school leaders, for the most part, are resourceful and self-confident. That is, they prefer not to concede too readily that they cannot come up with an idea which will solve a problem even under such conditions as imposed by the present film limitations. But while the superintendent is expressing confidence in his program, he is nevertheless seeking help. He is admitting a weakness in the mechanics of distribution and it is worrying him. And this alone is an indictment of present conditions.

Instructional Value of Pictures?

We should settle on the degree of instructional value to be placed on educational motion pictures. Perhaps this should have come first, but it wouldn't have permitted emphasis of criticisms quite as well. But this should better justify criticisms of existing conditions. Usually, today, one finds the educational motion picture listed as a teaching aid and scaled in the order of its importance in relationship to other teaching aids, such as map study, charts, use of the blackboard, etc. It is rated about halfway down the list as to use, but as number one on the popularity list. But it seems just as out of place to list the educational motion picture with teaching aids as it is to list the textbook with supplementary books. If the reports of the film instruction done by our armed forces,

and experiments made by the high schools have brought out anything, it is that consumption of time and expense must necessarily be considered prime factors in whatever plans are made for the widespread development of motion pictures in the future.

In other words, if the school administrator gets the kind of motion picture program which surveys show he wants, there will be a demand placed on his curriculum that will involve considerable time and cost. This means that he will need films which represent more than just teaching aids. *The films will have to teach.* Therefore, I contend that any effort to improve the film situation that aims at anything less than this goal would be a breach of faith with those who have confidence in school leadership to make the best and most efficient use of school funds.

What Courses May Pictures Teach?

That leads us into the question of what courses should be taught with the use of films. Film teaching may be divided into three divisions: one, operational teaching; second, the teaching of concepts; and third, providing the situations and background for other forms of learning. The application of these would vary with the type of planning done by the program maker. A suggested coverage would be the sciences on most grade levels, reading in the primary grades, social studies in all grades, English and mathematics in specific instances, health and accident prevention in all grades. Films can also be used as needed in special subjects and other related subjects.

It is on the basis of these objectives that we should be critical and then when headway is made, real progress will have been gained. Surveys show that without a doubt there is a need for making an issue of the present motion picture "problem" if we are to solve it.

It is important to point out that this matter should not be limited to the welfare of the schools alone. It must be remembered that we have other organizations supported by public funds. Or if they are not directly supported by public funds, they are accepted as corporate bodies and contribute constructively toward the development of the social and economic life of our people. But whereas practically all other organizations are limited to serving certain groups and the schools effect nearly everyone directly or indirectly, still a division of this interest must be saved for improving the educational facilities of all organizations that sponsor teaching programs. Since the schools are a much more effective device for reaching the greatest number of people, it is logical to assume that the leadership for advancing the film program should stem from this group.

If educators will get on the job now and accept this opportunity with forthright action, they will improve educational services in an era when education is to receive its greatest challenge. With higher taxes in prospect and another powerful nation coming into prominence, it will be an unhappy educator who muffs this chance to raise his teaching effectiveness. It could be that the not-so-far-away future position of America as a world power depends greatly upon the successful development of educational motion pictures in the next ten years — meaning, of course, films that teach.

School Administration in Action

THE INDIANAPOLIS SALARY ADJUSTMENT

Salary increases for the 1946-47 school year to average approximately 10 per cent for members of the instructional staff of the Indianapolis public schools were approved at the April meeting of the Board of School Commissioners.

Estimated cost of the increase for teachers is \$570,000, and for library personnel, \$38,500. Gross salary increases for present teaching personnel will average \$272 annually, bringing the average classroom teacher's salary to \$2,955 as compared with the present \$2,683 average.

The schedule, replacing the one for 1945-46, becomes effective July 1, 1946, and sets a new minimum salary of \$2,000 and a maximum of \$3,600. This compares with a \$1,700 minimum and \$3,400 maximum on the present scale.

The board has also adopted a new schedule for personnel of the Indianapolis public libraries which are organized as part of the school system; a pension plan for all nonteaching employees of the school city; and approved issuance of \$200,000 in bonds for the construction of a new building to replace an elementary school destroyed by fire. Action on a new schedule for janitors and custodians has been deferred.

The salary resolution provides increases ranging from \$200 to \$300 for classroom teachers who have been in the Indianapolis system for one or more semesters, and are exclusive of special adjustments. The new schedule provides for the annual increment on the 1945-46 schedule and places 1255 of the city's 1791 classroom teachers at the proper level on the present schedule on the basis of local experience and professional preparation.

The schedule calls for a maximum salary of \$3,600 for teachers with a master's degree; \$3,300 for those who hold a bachelor's degree or the equivalent but not a master's degree; and a maximum of \$2,800 for teachers without the bachelor's degree or its equivalent.

The resolution provides a \$300 differential for high school department heads, directors of special activities and consultants, while it fixes variable differentials of \$400 to \$800 for grade school principals according to the group classification of their schools.

In adopting a pension plan for nonteaching employees, the school commissioners voted to participate in the state's public employees' retirement fund recently established. Membership in the fund is voluntary and is open to all nonteaching employees, except those eligible to participate in any other pension fund supported in whole or in part by public funds. Under the plan the maximum benefit will be \$1,200 annually. To be eligible for such benefits an employee must have completed 15 years' service with the board. Persons may work in some cases until they are 75 to obtain benefits, although others may retire at age 65 if they have already completed the required service. Employees will pay 5 per cent of their annual salaries into the fund but may not pay in more than \$1,800 annually.

TEACHERS' CAREER AND PAY

The salaries of teachers have been compared in recent months with wages and salaries in other occupations to the disparagement of teaching as an economically satisfying occupation. Thus the *Washington Post* in its leading editorial of March 23, said:

A young man who has been graduated from college with a baccalaureate degree, who has taken the requisite normal school courses and who is otherwise able to meet the exacting standards of the District of Columbia school system may apply for a job as an elementary school teacher in this community. If he wins an appointment he will be paid at the rate of \$1,900 a year. He could, however, seek a job as a District fireman or policeman and receive compensation at the rate of \$2,386.80 per annum. And neither the Fire Department nor the Police Department would require him to have had normal school training or four years of college. The recruitment of teachers can scarcely be encouraged by such salary schedules.

If our young man has an incurable bent for scholarship, he need not confine himself to the Police or Fire Department for employment. He can turn to the Federal Government which offers to professional personnel at the very lowest level of the hierarchy, P-1, a starting salary of \$2,320. The Federal Government also offers him a promise of much more speedy advancement if he demonstrates ability. He can rise to a P-9 classification and make as much as \$9,800. In the District school system he must move up at the painfully slow rate of \$100 a year; when he has achieved a master's degree he can, after this decade of service, go to \$3,000 and begin the long ascent again. The highest salary he can hope to reach as a teacher under the present-pay scales is \$3,700. He can go above this figure only by ceasing to teach and becoming a supervisory official of the school system.

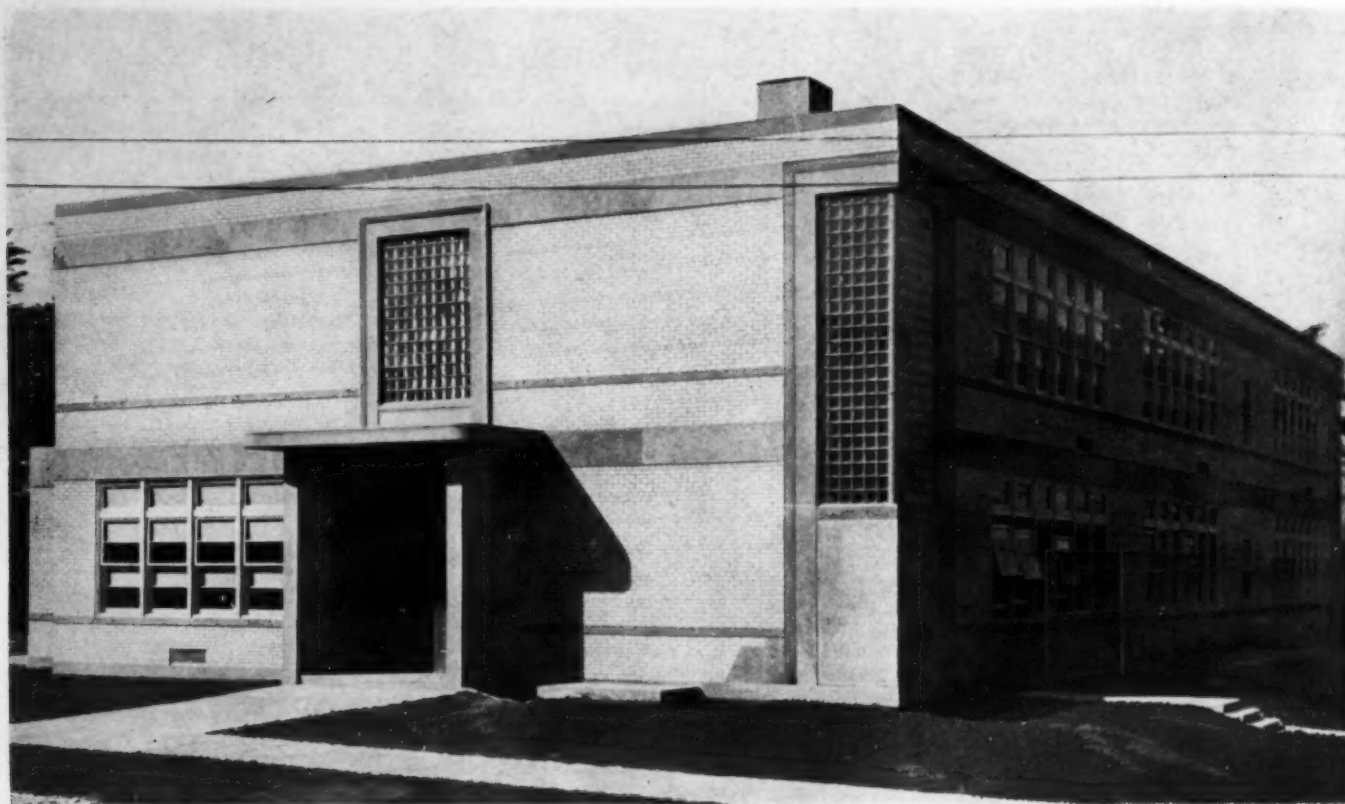
It need scarcely be said that teachers perform one of the most vital and valuable of public services. Firemen and policemen do work that is essential to the safety of the community under circumstances that are often hazardous, and it is by no means suggested here that their compensation ought to be reduced. But teachers are entrusted with the formidable responsibility of shaping the minds of our citizens. Only teachers of high intellectual caliber, prepared for their tasks by an arduous professional training, can discharge this responsibility adequately. The quality of the teaching personnel brought into our educational system will affect in the profoundest measure the nature of the society in which we live.

The problem, it seems to us, is of intimate concern to every family with children of school age. It is of almost equal concern to the community as a whole. Our schools are the crucible of our society.

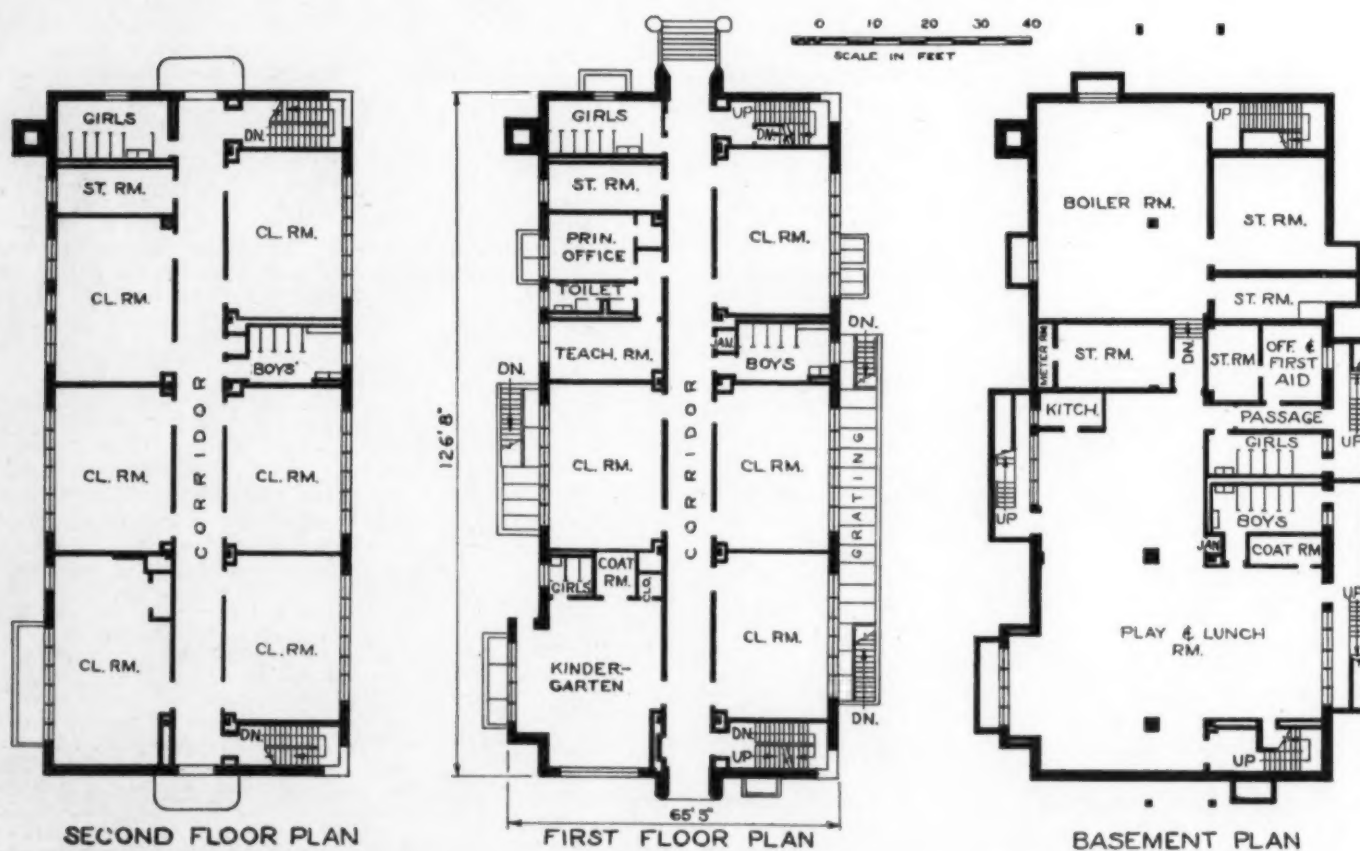
COURAGE AND SCHOOL ADMINISTRATION

The primary duty of a board of education is to legislate; the primary duty of the superintendent is to execute what the board legislates. A collateral duty of the superintendent is to advise the board in all matters pertaining to the operation of the school. This at times takes courage for a board can always find a superintendent who may deem it the better part of prudence to resort to the ageless stratagem of overlooking a weakness in the school by calling attention only to its strength. . . .

Such a course of action once decided upon may also call for courage within the board of education to enact legislation which could correct these weaknesses, for the voters of the city can always elect a board member who will refuse to take action to correct these faults especially when such correction would necessitate either more money through increased taxes or the raising of the assessed valuation of the property within the city. — R. Case Thomasson, Middleboro, Ky.



Exterior, Adelaide Davis Elementary School, Washington, D. C. — Nathan C. Wyeth, Municipal Architect, Washington, D. C.



The Adelaide Davis School serves a lower elementary group in an outlying area of the city. The building is constructed of reinforced concrete, brick and stone trim. Basement floors are of cement, corridors terrazzo, classrooms and other areas of asphalt tile. The walls are plastered and ceilings are treated with acoustic tile. Windows are of wood.

Guiding Principles in Planning Postwar Programs of Industrial Education

H. H. London¹ and Ivan Hostetler²

Organized industrial education was started in the schools of America around 1880. It was introduced in response to the demand that the schools provide a substitute for the defunct apprenticeship system. At first the work was known as manual training, and consisted chiefly of a series of carefully graded exercises, designed to develop manipulative skill in the use of hand tools. Later, it was called manual arts, and was advocated by schoolmen largely for general education purposes. Meanwhile, as the shortage of skilled workers became more acute, there was an increasing demand that shopwork be brought into a more direct and intimate relation with the rapidly expanding industrial order.

Out of this background developed our two-phase program of industrial education—(1) industrial arts, and (2) vocational-industrial education, the former being a part of general education, and the latter a part of our federally aided program of vocational education.

Before the war these programs were running along rather smoothly, although they had many defects and never completely met the needs for this type of education. When the war came, the schools were called upon to convert their industrial-education programs to war purposes. What they did in providing preinduction and war-production training is common knowledge. But now that the war is over and we are undoubtedly moving into a new era of technical and industrial development, the question as to what type of industrial-education program the schools should offer is a pressing one.

Sources of These Guiding Principles

It is, of course, impossible to outline a program, especially in the vocational field, which will be satisfactory for all schools. Here, the writers have attempted to formulate a group of guiding principles, based on the findings of a nationwide study,³ which, it is believed, will be helpful in planning sound postwar programs of industrial education.

The study referred to was made for the purpose of ascertaining and analyzing the opinions of leaders of labor, management, and education on fifty current issues in industrial education, the assumption being that a composite of these opinions would give some indication of the type of industrial-education

program which the public schools should undertake in the years ahead.

Data for the study were secured through an inquiry form which was mailed to 500 leaders of organized labor, 500 executives of leading industrial enterprises, and 781 educational leaders, distributed as follows: 425 superintendents of public school systems having industrial education; 100 college deans and presidents of institutions engaged in the training of teachers of industrial education; and 53 state supervisors, 110 local supervisors, and 93 teacher trainers in industrial arts and vocational-industrial education. Forms were mailed to, and returns received from, all the states and the District of Columbia. Labor returned 29 per cent of the forms, management 36 per cent, and the educators 65 per cent. Although the responses from labor and management were small in number and also in comparison with the responses from educators, it is believed that they are representative of these groups, for the reason that the pattern of responses did not change materially after the first fifty tabulations were made.

Space does not permit a listing of the issues involved in the study and a statistical summary of results. But the chief findings of the study, stated in the form of guiding principles, follow:⁴

Objectives and Needs

1. The need for industrial education in the postwar period will exceed that of the prewar period. The program, however, should be broader and richer, including more activities and reaching more people. It should keep pace with developments in industry and the needs of the labor market area.

2. Both industrial arts and vocational-industrial education are needed in the public schools. Neither the one nor the other is adequate by itself. The two should supplement each other.

3. In the interest of national security, the public schools should provide basic industrial education (general training in the care and use of common tools, materials, and machines) for a large group, from which specialists can be developed quickly in case of emergency.

4. Before adequate industrial education can be made available to all youth and adults who need this training, many of the smaller schools must be consolidated into larger administrative units. In communities where this is not possible, provision should be made for

industrial education, even at the expense of reducing offerings in the traditional subjects.

5. Vocational technical training (training for occupations above the skilled trades and below the engineering level) should receive more emphasis in the public schools. This means more attention to shopwork and to applied mathematics, science, drawing, measurement, testing, and the like. Where this training cannot be adequately given in the general high school, technical high schools or technical institutes should be established. This training should be provided on both pre-employment and supplementary levels, and should be open to all interested individuals of proved ability and aptitude.

6. The public schools should provide vocational-industrial education for both skilled workers and semiskilled workers or operators. However, greater emphasis should be placed on the training of workers for the skilled trades.

7. The industrial-education program in the secondary and evening schools should provide opportunities in home mechanics, home maintenance, and home planning for youth and adults. This is a service especially needed in the years immediately ahead.

8. Because of its importance in industry and for consumer purposes, all students should have an opportunity to learn to read blue prints and to make simple working drawings. Such training may be given along with shopwork or in special drawing courses.

9. According to the 1940 Census, over one half of the wage earners are engaged in industrial occupations. Leaders of labor, management, and education are overwhelmingly of the opinion that youth who have had training in industrial education are better prepared for employment in industry than those who have pursued only academic courses. Schools, therefore should provide training programs in those industries in which their students will find employment, and they should encourage those likely to enter industry to enroll in these programs.

10. Junior colleges should provide a broad program of industrial education which will prepare high school graduates for employment in industrial occupations. Where the need exists a post high school program of vocational-industrial education should be provided for out-of-school youth who are below employable age. However, students enrolled in this program should not be paid while learning a trade.

11. The schools should provide a vocational-industrial education program for retraining persons unemployed due to technological changes. Such persons, however,

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²Chairman, Director of Fine and Applied Arts, Georgia Teachers College, Collegeboro, Ga.

³Hostetler, Ivan, *An Analysis of Opinions on Industrial Education With Their Implications for a Program in the Public Schools*. Unpublished Doctor's Dissertation, University of Missouri, 1945.

⁴Those interested may receive a 12-page statistical summary by writing to the Department of Industrial Education, University of Missouri, Columbia.

should not be paid by the schools while they are in training. Wages should be paid only for productive work, not for taking training. This does not preclude the payment of unemployment compensation to the temporary unemployed.

Content and Nature of Program

12. In general, schools should key their *pre-employment* industrial-education programs to job families rather than to specific jobs. That is, they should provide broad, basic, and fundamental pre-employment training in the major industrial areas, training designed to equip the student with a wide range of marketable skills, to make him more apt as a beginning worker, and to enable him to adapt himself more readily to industrial changes. This follows because of the multitude of jobs in industry and because of the fact that a majority of these jobs require very little, if any, specialized pre-employment training. In the relatively few occupations for which specific pre-employment training may be justified, it should be given after age 16 or just prior to employment, and it should be preceded by general industrial education.

13. There are a number of jobs which are peculiar to certain industries and for which specific training should not be given by the schools. On the other hand, there may be a number of occupations in a community for which specific training can best be given by the schools. In any event, specific job training can ordinarily best be given on an *in-service* basis. This principle is recognized in both co-operative and apprenticeship training, through which the student learns the practical skills of his trade on the job and the related material in the school. In all cases specific job training calls for close co-operation between industry, labor, and education.

14. Although the short, intensive industrial-education courses given in public schools for war-production purposes proved successful as a war service, long-term courses are in general more desirable for peacetime training. Yet, there are some peacetime training needs which may best be met by short, intensive courses. In all training programs, however, primary consideration should be given to the welfare of the individual rather than to production.

15. Large high schools should provide industrial-arts experiences through a series of shops rather than limited training in only one shop. Smaller high schools should provide this type of training through the composite general shop in which a variety of tools, materials, and processes are involved. Regularly scheduled industrial-arts courses should begin in grades 7-9 and continue through grade 12, becoming more technical in the advanced grades.

16. While industrial-arts experiences can be justified for nonvocational purposes for all youth, the industrial-education program in the full-time general high school should not necessarily be confined to this type of training. In communities where there are no separate trade and vocational schools, it may be

desirable to provide vocational-industrial classes in the general high school to meet the needs of the community for this type of training.

17. Schools, especially smaller ones, should develop more co-operative part-time diversified occupations programs. These should be offered in grades 11 and 12 or on a post high school level, and through them the students should receive practical training on the job and related instruction in the schools. Such programs cost less to operate, and they permit training in a multitude of jobs not otherwise reached. In all cases they should be operated in accordance with policies established jointly by bonified representatives of labor, management, and the schools. The student should receive high school credit for training on the job, as well as in the school, and also a monetary wage for productive work equal to that paid other beginning workers in the labor market area.

Organization and Administration

18. All students should be encouraged to take one or more courses in industrial arts, on an elective basis, as a part of their general education. Such courses should be designed to interpret the world of industry, to develop handyman interest and abilities, consumer knowledge and appreciation, and to provide exploratory experiences leading to the choice of an occupation.

19. If programs of industrial education are to be effective, they must be preceded and accompanied by a realistic program of vocational guidance that takes into consideration, on the one hand, the assets and liabilities of the individual, and on the other hand, the opportunities and requirements of the job for which training is to be given. To train individuals who lack ability or aptitude for jobs or to train people of ability for jobs in which there are no opportunities for employment, is definitely an unwise and wasteful practice. The idea that the school shop is designed solely to take care of the needs of students of low ability and that students of superior ability should not take industrial education must give way to a program of guidance which will enroll students in these courses on the basis of aptitude, interest, and need.

20. The student of proved ability and aptitude, who is willing to apply himself, should be permitted to pursue courses in vocational-industrial education until he can secure a job, hold it, and make satisfactory progress in it. Conversely, those who cannot profit by the training should be dropped as soon as they have demonstrated their inaptitude for the work.

21. Individuals should be permitted to enroll in industrial evening schools and classes in which they are interested regardless of whether or not such courses are supplementary to their daily employment. In administering these programs, however, it should be observed that the Smith-Hughes Act does not permit such classes to be reimbursed

from federal funds. The law should be changed.

22. Students of day trade schools and classes should devote at least one half of the school day to shopwork in order to give them the experience and training necessary for the trade. This is exactly what the Smith-Hughes Law specifies, and in the opinions of leaders of labor, management, and education it is a sound practice. If such courses are delayed until the last years of high school, they will not interfere with the general education of students. In the earlier years students should take industrial-arts courses, which are less specialized in character and which require less time.

23. School shops should be made available, under careful supervision, to the patrons of the community for *training* and assistance in farm and home maintenance. They should remain open during the summer months for training purposes for youth and adults. The community has too much invested in its school shop and too great a need for its services to keep it closed a fourth of the time.

24. Public school shops and equipment should not be used for the production and sale of goods and services in competition with private business and industry. This does not preclude the making of nonsalable projects or the performance of nonsalable services essential for training purposes in the school shop.

25. In areas where facilities for vocational-industrial education cannot be made available otherwise, state or area vocational schools should be established. This will necessitate careful study of population, occupations, present training facilities, transportation, and finance within the area. It will call for a co-operative arrangement with feeder schools and will demand democratic local control. One of the most difficult problems of the area school can be solved by confining enrollment to high school graduates and others who can secure the consent of the principal of the feeder school.

26. If we are to have a well-balanced program of industrial education, industrial arts as well as vocational-industrial education should receive federal aid.

Shop Equipment

27. For general industrial-education (industrial-arts) purposes, school shops should be equipped with a wide assortment of the best grade of hand tools, and with a carefully selected list of small to medium size but substantially built machine tools. The best quality of hand tools will be the cheapest in the long run, and the small machines may be replaced without great expense when they are worn out or become obsolete.

28. For vocational-industrial education (trade training) purposes, school shops should be equipped with the best modern equipment found in industry. However, schools should be extremely careful, now that "white elephants" are on the move again, not to fill

(Concluded on page 66)

Practical Factors in the Design of All Day Trade Schools *H. W. Paine**

During November, 1945, bond issues for vocational school buildings which appeared on the ballots in numerous cities all over the nation were passed upon by the voters of America. In spite of the fact that on most ballots the vocational school building was only one of many issues, the bonds for these schools were approved in practically every instance. Furthermore the vocational bonds invariably led the field in percentage of ballots cast, in some situations securing the approval of from 70 to 90 per cent of the votes. Obviously, as far as the voting public is concerned, the rank and file of Americans are convinced of the soundness of the vocational-education movement as sponsored under the Smith Hughes Law of 1917 and the George Deen Law of 1936. It wishes to see that this educational movement is given every possible facility to carry out its objectives of preparing competent self-supporting citizens for our American industrial democracy and of upgrading its employed workers.

Educators who have been skeptical of the permanence of the movement or of its right to a place in the American educational scheme of things, would do well, to re-evaluate dispassionately the contributions of vocational education to the nation's welfare in the past quarter of a century, and particularly its magnificent service to America during the war emergency. They should ask themselves if the percentages of votes aren't indicating a ground swell of public sentiment for modernizing and Americanizing our country's educational system that is destined to sweep all opposition aside. Is it not evidence of a crystallizing determination to demand and to secure a more logical, a more democratic, a more serviceable educational system for American youth? Be that as it may, November's electoral confirmations of bond issues are now mandates to our educational leaders to convert the monies voted into brick and mortar and steel, into shops and laboratories and classrooms, into adequate, common-sense facilities for the effective preparation of America's future wage earning tradesmen, citizens.

Objectives of this Article and Sources of Materials

Briefly, the objects of this article are to provide some basic philosophies underlying vocational housing and to present common-sense suggestions for developing efficient, economical, and flexible buildings. Much of the material presented was produced by members of a vocational teacher-training class who were working in committees to assist in developing tentative shop, laboratory, and classroom layouts for Cincinnati's proposed new vocational school. No claims are made that the approach is scientific or even systematic, or that all the solutions to all the problems involved in vocational school building will be found in the following pages. However, many worth-while suggestions will be found as to lines of attack, possible room and equipment arrangements, and other matters of interest to planners in this field. While most of the data presented concern the large city building program, many suggestions are pertinent to any building program, and several floor plans of vocational buildings in the smaller city vocational units are submitted to show possible room arrangements in such situations.

Decisions that Must be Made in Planning a Vocational Building

Obviously the first step in planning any vocational building, or for that matter any school building, is to make final decisions as to what is to be taught; and second, to determine the numbers and classes to whom it will be taught. The first decision must

include the settlement of the problem as to whether or not one school building is to serve the needs of both boys and girls. In many cities separate vocational schools are provided; in others, both groups are housed in one building. A very satisfactory solution was attained in Toledo, Ohio, where the girls' vocational school is a separate unit, but is located immediately across a narrow, little-used street from the boys' school. This enables one large auditorium to serve the needs of both schools for special functions. Also, afterschool and evening social events are easily arranged. The arrangement seems to present all the advantages of a coeducational system, socially, but is free from most of the problems that accompany housing both programs in one building. In the smaller cities where the vocational activities are carried on as departments of a senior high school, the building program usually concerns supplying additional shop and related-subjects, laboratory and classroom space by erecting an attached building or one closely adjacent to the existing high school. In this case one of the chief problems faced by the administration is to resist all sorts of pressures to include extraneous and nonvocational activities in the new building. Suggestions will cover the inclusion of "a new and better cafeteria for the whole school," "an auditorium," "a band room," "all the industrial arts shops of the school." Often it is difficult for the superintendent to convince the many "special pleaders" that, after all, the taxpayers had voted funds for a vocational building in good faith, and that complying with these varied demands, even if he had any desire to do so, would entail practical misappropriation of public funds. These are only a few of the problems which face administrators who are improving their facilities for vocational education in our smaller communities.

The Attack on the Actual Building Design

Obviously before any planning is done the administrative and vocational staff with the assistance of an advisory committee should have thoroughly checked their going vocational program against the present existing needs of their community. If necessary, surveys should be inaugurated to validate the present offerings and to disclose needs for additional training activities that should be planned for in the new housing. These surveys should be made for both boys and girls training areas and in the case of the girls, special attention should, of course, be given to possibilities in such areas as cosmetology, commercial foods trades, and distributive occupations, in addition to the usual areas of vocational home economics, business training and the needle trades.

After the various trade fields have been decided upon, the next step is to determine the grade levels in which the work will be offered. This decision is based upon many factors.

Choice of Grade Levels

First of all, vocational education of the all day or unit trade type should be considered as "terminal education." In most cases it is preliminary to actual employment in a skilled trade and is as much a capstone of the pupil's educational preparation for life as the medical college years and law training are the educational capstones for the medical and law student.

With this in mind, it is quite evident that the final choice of the trade field (to be intelligent) should be delayed as long as possible, but should still leave time for adequate training before graduation. With the probable labor market of the next few years barring young workers under 18 in most worth-while trades, and with the further consideration in mind that sound vocational education should be built upon sound general education, espe-

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cially in the fields of mathematics and science, as well as upon sound choices, it is quite evident that most vocational curriculums should be laid out in grades 11 and 12; or 11, 12, and 13 for highly technical fields. Grades 9 and 10, in so far as possible, should be devoted to tryout, exploration and guidance, and to the building of firm backgrounds in the physical science and mathematics, at least in the mechanical trades. The shops should provide for broad basic training in various trade fields and should stress fundamentals and exploration rather than trade development.

Another important factor controlling the choice of vocational grade levels is the particular secondary educational pattern of the city. If the city program is operating on the 6-3-3 plan, that is, if the city has a fully developed junior high school system, the logical grades to be included in the vocational high school would be 10, 11, and 12 with grade 10 allowing opportunities for shifting from shop to shop if so desired and also providing a sound basic preparatory foundation for the strictly vocational work in grades 11 and 12. If on the other hand, the city is organized on the 8-4 plan with 4-year senior high schools, the vocational school should also be a 4-year school with the first two years allowing opportunities for a general education, and with sufficient shopwork to give a sound basis for intelligent selection of one vocational trade field at the end of grade 10. If at the end of grade 10 the student has decided that vocational education is not for him, if his aptitude and interest lie elsewhere, he can transfer out to either a college-preparatory high school or to a general high school without a loss of credit. In certain cities the vocational school has tried to operate with its grades on the tenth, eleventh, and twelfth levels while the other schools are on the conventional senior high school four-year plan with grades 9, 10, 11, and 12. Under such conditions the vocational school is greatly handicapped in securing enrollments. The plan is illogical because ninth-grade students in the general high schools who are interested in vocational education often fail to transfer to the vocational school at the end of the year. They form friendships and school loyalties of various kinds that militate against changing schools. Furthermore under these circumstances the administrative and guidance staffs of the general high school may be inclined to view the vocational school as a competitor trying to proselyte students. Students making tentative choices of the vocational school are often "advised" to change their decisions. On the other hand if the student is doing failing work in the ninth grade he may be "advised" to transfer to the vocational school at the end of that year. Obviously a vocational school should not be viewed as a competitor of general education, nor a "wastebasket" for it; neither is it a reform school. It should be an integral part of the whole educational program of the city. It can only serve the needs of normal boys and girls who have special aptitudes, interests and abilities, who have made definite choices of their life's work and who are not planning on a college career. The grade levels of the vocational school must be so



Committees of teachers working out plan details for a trade school.



A shop and related classroom design and layout class at Cincinnati University.

chosen that it can dovetail into the local pattern of senior high school organization. The foregoing points have been discussed at some length since a common-sense view of the vocational building program demands that intelligent decisions must be made regarding the grade levels to be housed in the building.

The Occupational Training Problem

The matter of offering occupational training for ungraded students should be decided before the actual building planning is started. If the city has a program for its low I.Q. and backward, older students that is meeting their needs, all well and good. However, if their occupational training needs must be taken care of in the new vocational housing in addition to the needs for vocational education of normal boys and girls, the problem should be met honestly and courageously. A separate department should be provided in which the low I.Q. students can be taught the lower skilled trades or parts of trades in occupational training classes. They no more fit into the standard all-day vocational trade school pattern with its requirements for mastery of the skills and broad related technical knowledge of a trade field, than they did in the general high school. Their needs should be met, for obviously, democracy in education doesn't mean the same or identical education for everyone; it means optimum opportunity for each to develop his particular abilities to the utmost. A city's educational setup should make provisions for the less gifted, honestly and thoroughly, and not evade the responsibility by assuming that either general education or vocational education is the solution.

Tentative Decisions for the New Building

Getting back to the actual building program, after deciding upon the trades to be taught and the grade levels involved, we must crystallize the curriculum for each trade. We can then analyze the building needs in the light of what is to be taught. We shall assume that grades 11 and 12 are the strictly vocational grades, the ones devoted to the direct preparation of the students to enter the trades as advanced apprentices. The pattern of the curriculum for each trade as planned to meet state and federal standards will be substantially as outlined below, using the machine trade as an example.

If a week about shift between shop and related subjects is used, that is, one group of students engages in shopwork a week, while another group takes the related and general subjects and then the groups shift, some additional flexibility can be brought

Grade 11 — Machine Trade

	Hrs. per week	Credit
<i>Practical Work</i>		
Machine-shop practice	15	1½
<i>Related Subjects</i>		
Machine mathematics	4	1
Machine science 3.....	3	
Machine blueprint reading	2	1
<i>Other Subjects</i>		
English	4	
Physical education	2	1
Total	30	4½

Grade 12

	Hrs. per week	Credit
<i>Practical Work</i>		
Machine-shop practice	15	1½
<i>Related Subjects</i>		
Machine mathematics	4	1
Machine drafting	2	
Machine organization and management	3	1
<i>Other Subjects</i>		
American history	4	
Physical education	2	1
Total	30	4½

into the related subject fields. A condensed version of the week about shift as practiced in grades 11 and 12 of Central Vocational High School, follows. It should be pointed out that the twelfth grade is organized on a unit trade or all-day basis in this chart. If the twelfth grade is co-operative, as is the case in many of our vocational programs, the use of shop facilities by the twelfth graders will be somewhat reduced since the students will be securing the major portion of their training in skills on their jobs with a corresponding reduction in the use of school shop facilities. Nevertheless, the shop planning should provide shop facilities on the basis of all-day twelfth-grade classes since in years of labor surpluses the co-operative plan may have to be abandoned temporarily or greatly curtailed in favor of the all-day plan.

CENTRAL VOCATIONAL HIGH SCHOOL

Two Years — Basic Preparatory

Aeronautics — Automotive — Air Conditioning — Allied
Construction Communications — Diesel-Electrical-
Machine Design Patternmaking — Refrigeration

Ninth Grade — 39 Weeks

Subject	Semesters		Crs.
	1 Hrs.	2 Hrs.	
<i>Required Subjects</i>			
English I	5	5	1
Practical mathematics & algebra ..	5	5	1
General science	5	5	1
Music	1	1	0
Physical education	3	3	¼
Activities	1	1	0
<i>Shops & Blueprint Reading</i>			
A—Electrical	10	10	1
B—Internal combustion engines			
C—Machine			
D—Sheet metal			
E—Woodwork & model making			
A different shop should be elected each semester			
Totals	30	30	4¼

Tenth Grade — 39 Weeks

Subject	Semesters		Crs.
	1 Hrs.	2 Hrs.	
<i>Required Subjects</i>			
English II	5	5	1
World history	5	5	1
Mechanical drawing	5		½
Geometry		5	½
Physical education	3	3	¼
Activities	2	2	0
<i>Shop Subjects</i>			
A—Electrical	10	10	1
B—Internal combustion engines			
C—Machine			
D—Sheet metal			
E—Woodwork & model making			
A different shop should be elected each semester			
Totals	30	30	4½

Regardless of whether the program is on the half-day shift or alternate week shift, the room requirements will be the same. Thus 2 machine shops would provide for two groups for each grade, one group working three hours in the a.m., and the other three hours in the p.m. — or on a week about shift. A machine science laboratory, a drafting room, and a standard classroom or two for the related mathematics, English, organization and management, and American history completes the picture for this curriculum with the exception, of course, of the physical education activities.

Now if grades 9 and 10 are to be operated on a nonvocational basis as discussed in the preceding paragraphs, additional facilities must be provided in all areas. The machine-shop requirements for these nonvocational grades are naturally less than for the vocational program, and the equipment should be simpler and more basic in character. However, the numbers involved are always greater in the beginning classes. A picture of the work covered in these beginning grades is revealed by the curriculum taken from Central Vocational High School's program of studies for grades 9 and 10.

These grades demand beginning shops that parallel rather than duplicate the trade shops of the upper grades where industrial type equipment, housing, and production attitudes are of para-

CENTRAL VOCATIONAL HIGH SCHOOL

Two Years — Vocational
Machine

Eleventh Grade — 39 Weeks

Subject	Semesters		Crs.
	1 Hrs.	2 Hrs.	
<i>Practical Work</i>			
Machine-shop practice (Alternate weeks)			
Machine & benchwork	30	30	1½
<i>Related Subjects</i>			
Machine mathematics	8	8	¾
Machine science		10	½
Machine Blueprint Reading & Drafting	10		¼
(Alternate Weeks)			
<i>Other Subjects</i>			
American history & citizenship	8	8	1
Physical education	4	4	¼
Extracurricular activities			
Totals	60	60	4¼

9 Weeks

Nine additional weeks in summer are required of co-operative students

Twelfth Grade — 39 Weeks

Subject	Semesters		Crs.
	1 Hrs.	2 Hrs.	
<i>Practical Work</i>			
Machine-shop practice (Alternate Weeks)			
Machine & benchwork	30	30	1½
<i>Related Subjects</i>			
Machine mathematics	8	5	½
Machine metallurgy		8	¼
Machine Blueprint Reading & Drafting	10		½
Machine organization & manage- ment		5	¼
(Alternate weeks)			
<i>Other Subjects</i>			
Practical English	8	8	1
Physical education	4	4	¼
Extracurricular activities			
Totals	60	60	4¼

mount importance. The laboratories should be designed and equipped for the teaching of the physical sciences, and classrooms for algebra, English, civics, etc., can follow rather standard lines. Drafting rooms should be provided for the teaching of elementary formal mechanical drafting.

If it is deemed advisable to provide facilities in the vocational-school building for the occupational training of the retarded low I.Q. students not fitted for the regular vocational curriculums, whose problems have already been briefly touched upon, space must be allotted for this work and plans must be made for equipment and activities. Two things should be kept in mind; first, the jobs to be taught to this group should be in the semi-skilled and lower skilled areas; they should require little related learning and the greater portion of the learner's time should be devoted to shop activities. Second, exploratory values should be kept in mind so that pupils showing marked ability and interest may be transferred into the regular vocational classes to take advantage of the far richer and broader preparation for the skilled trades offered by vocational education.

An excellent article on this subject, describing an occupational training program offered in the Norwood, Ohio, schools appears in the September issue of *Ohio Schools*. The article is written by Fred E. Tipton of the Norwood Schools and describes an experimental program of occupational training being carried on in that system.

Determining Probable Enrollments

With the trades to be taught decided upon, and the various curriculums, grade levels and courses "crystallized" as it were, the next step is to estimate the probable numbers to be accommodated by the new building. In general, the trend seems to be to provide housing for from 50 to 100 per cent greater enrollments than the present going programs. This is probably logical for the following reasons: (1) Our present vocational school enrollments can be considered below normal on account of employment and other conditions brought about by the war; (2) the present widespread interest in the vocational educational movement will in itself bring greater enrollments; (3) new housing always attracts students that would not have attended inadequately equipped and poorly designed vocational schools; (4) parental opposition to their children attending a vocational school will disappear when it is fully realized that the training is for normal boys and girls and that the tryout and exploratory opportunities in grades 9 and 10 provide ample opportunities for wise choices of one's life work and that sufficient general education is secured in these two grades to give sufficient credits for college entrance when combined with the vocational credits of grades 11 and 12. Obviously, the responsibility of a vocational school is not college preparatory, but with the arrangement previously outlined, any student changing his mind upon graduation and desiring to enter a college of the engineering type should be able to do so with little or no summer work previous to entrance.

Even with provisions for doubled enrollments in vocational schools the percentage of the high school population in such schools will be small compared with that enrolled in general, college preparatory, and cosmopolitan high schools. Furthermore, America is becoming more and more industrialized as a nation. Greater opportunities for satisfying careers as tradesmen are developing every year.

Use of Advisory Committees for Suggestive Materials

Before this point in the housing program has been reached, the wise administrator will have appointed many advisory committees to analyze and crystallize the many points we have been discussing. Committees of vocational teachers will be called upon to make tentative laboratory, and classroom layouts to guide the architect in the actual planning of the building and its facilities. The vocational staff of any large vocational high school contains individuals who know both the industrial and educational sides of their trades. They know the room sizes and what is more important, the *room shapes* that fit their trades. Auto-mechanics,

and aero-repair shops must have width if work on actual automobiles and planes is to be carried on. Furthermore auto shops should have *wide, high* doors and if possible two doors in the shop devoted to service work. Aero-repair shops, especially the ones devoted to plane repair should be located in the end of a wing of a building. It will probably have to be a one-story shop so that its full width, preferably 60 to 80 feet, can be free of posts. The end of the shop should be *all* doors like an airplane hangar and should open upon a broad concrete apron. Only vocational teachers should be expected to possess such information. Architects can't know everything and must have help in the many technical problems involved in laying out a vocational building.

Taking a specific example — Cincinnati is entering the planning stage for its new vocational school with committees working on all phases of the problem. Dr. Courter, superintendent of schools, assigned the responsibility of heading up the city-wide building program to his Assistant Superintendent, John T. Herrick, who has set up committees for various phases of the program, headed by the local director, the principals of the vocational schools, and heads of departments. These committees have been functioning for some time.

University Co-operation in Vocational Teacher-Training Classes

To contribute further to the actual layout of shops and laboratories, the department of vocational education, of the University of Cincinnati, as the co-operating agency of the State Board for Vocational Education, Division of Trades and Industries, is offering a vocational certification and college credit course entitled, "Shop and Related Classroom Design and Layout." Some 26 teachers, and co-ordinators (with one tradesman) are enrolled in this group which is divided into committees that are working upon their separate problems. Since most members of these committees are also members of the city-wide committee under Dr. Herrick, their work can be most helpful in the general picture.

The activities of the class committees are mostly research and direct planning. Class time is devoted to reports and conferences, by groups, and "of the whole."

The assigned work can roughly be said to be "to rough out what we need, find out what other people have done, eliminate their mistakes in the light of our needs, and arrive at final conclusions."

Plans and bulletins, blueprints, magazines, all contribute to the work. Frankly, the most help comes from publications such as the Equipment Annuals of the *Industrial Arts and Vocational Education Magazine*, the *School Board Journal*, from plans and blueprints of successful vocational schools such as Macomber Vocational High School and Harriet Whitney Vocational High School for Girls of Toledo, Ohio; Timken Vocational High School of Canton, and many others. A recent bulletin published by the University of the State of New York (1944) entitled *Industrial Education for Girls and Women* has been particularly helpful. Engelhardt's *Survey Field Book for Analysis of a High School Building* published in 1931 by Teachers College, Columbia University, has been used as a check on certain phases of the building layout. In addition, state and federal bulletins dealing with safety standards, and with building and construction codes were studied.

Suggestive Data and Plans

Since the work of the teacher training class can be said only to be well started, no complete report can be made at this time of the work of the various committees.

Some of the points developed by various committees to date, regarding shop, laboratory, and related classroom details will be briefly outlined in that which follows. In addition, problems underlying the selection of post spacing as related to shop sizes, arrangements and plans will be briefly analyzed.

The concluding installments of this paper will appear in the July and August issues of the Journal — Editor.

Procedures Used in Conducting a County-Wide Eye Health Survey

G. D. Robbins*

A county-wide eye health survey has been conducted in Washington County, Minn., under the sponsorship of the Minnesota Society for the Prevention of Blindness and with the co-operation of all rural and urban school officials in the county and the County Medical Society. The project, begun in January, 1946, and to be completed by the middle of June, will have made possible a survey of the eye health condition of all in-school children of the county, approximately five thousand.

Objectives of the Survey

The objectives of the survey are stated to be: "To determine defective vision, eye dis-

ease, and the possibilities of correction of same, among school children, with analysis of results for guidance of school authorities, teachers, nurses, and the public."¹

The methods used to accomplish these objectives have been:

1. Conducting a vision test for screening purposes on every in-school child in the county
2. Referring children revealed as needing corrective treatment for more extensive examination by examining eye physicians at appointed centers
3. Recommending to parents the treatment

¹Routine Eye Examination of School Children, Minnesota Society for the Prevention of Blindness, Hamm Building, St. Paul, Minn., p. 3.

necessary based upon findings and advice to go to the family physician for further consultation

4. Conducting a follow-up survey to ascertain the extent to which recommended corrective measures have been taken

5. Statistical treatment of the evidence and data collected for the purpose of arriving at conclusions and recommendations in regard to the eye health condition of in-school children in this particular county

Organization of the Survey

The general organization of the survey was developed as the survey progressed, inasmuch as there was no established pattern or

Form 3. Washington County Survey Result Card EYE HEALTH SURVEY PLAN

The County School Supervisors, the County Medical Society, and the Minnesota Society for the Prevention of Blindness and Conservation of Vision are joint sponsors of an examination of the eyes of all school children in the county during the winter months. Pupils of each school will be examined by a nurse, without expense to parents.

When defective vision or any eye defects are discovered, parents will be notified and requested to bring or send the pupil to a designated central point for further examination by an eye physician (ophthalmologist). He will make recommendation for any needed treatment in a report which the parents may give to their family doctor.

To make this survey a valuable contribution to the health and education of every pupil in our schools it will require the full co-operation of every parent, teacher, and pupil. May we ask your aid in this fine undertaking to make it a complete success?

The nurse today examined.....
..... Vision tests are normal.
..... Eyes require more complete examination.
You will receive further information later.

Forms used in making records of sight survey. Form 1 is the preliminary history sheet made out by the teacher for each individual child tested. Form 2 records the findings of the nurse and physician on the vision of each child. Form 4 is the notice of examination sent to homes of parents. Form 5 notice to parents that child's eyes require medical attention. Form 6 is a follow-up report on the results of contacts with parents and attention by family doctor.

precedent to follow for a study of this kind in the state. The organization indicated below ultimately proved to be functional and efficient in expediting the project.

1. General over-all sponsorship and financing was supplied by the Minnesota Society for the Prevention of Blindness

2. Local supervision was supplied by a county committee made up of:

- a) A prominent lay citizen of the county who served as chairman
- b) A representative of the Minnesota Society for the Prevention of Blindness
- c) The registered nurse working on the survey
- d) The secretary working on the survey
- e) The county superintendent of schools
- f) The five city superintendents of the county

3. The personnel conducting the survey:

- a) The chairman of the county committee who served as general supervisor and liaison agent between the Minnesota Society and the survey
- b) The registered nurse who conducted the vision tests, provided professional service, and will assist with the follow-up check
- c) The secretary who recorded and filed all data, administered detail of itinerary and

appointments, and will assist with the follow-up check

d) Ophthalmologists who conducted further examinations at area centers and who will ultimately provide statistical analysis of findings with conclusions and recommendations

e) County public health nurse and urban school nurses who will conduct the follow-up check

Procedures Followed in Conducting the Survey

As a means of explaining briefly how the survey actually operated in the schools of the county, there follows a step by step statement. These procedures were all approved in advance by the school authorities and arrangements made in all cases for the use of school facilities and personnel when needed.

1. "Preliminary History Sheets" (Form 1) were sent to all rural teachers and urban schools to be filled out for each child enrolled. They were then returned to the survey secretary.

2. "History Sheets" (form 2) were prepared by the survey secretary for each child in each school including data from Form 1.

3. Appointments were made with each school arranging the time and place for conducting the vision test in that school. The itinerary was planned so that area centers for further examinations could be established to minimize travel for children and their parents.

4. At the appointed time and place in each school, all children reported to the survey nurse for the vision test, eye examination, and interview. All of her findings and recommendations were recorded on each child's "History Sheet" by the secretary of the survey.

5. Each child was given a survey result card (Form 3) to take home indicating either: (a) vision tests were normal; (b) eyes require more complete examinations.

6. Children receiving Form 3 indicating that their eyes required more complete examination were given an appointment and parental approval card (Form 4) suggesting that the child report to the area center for a more detailed eye examination at an indicated time and place subject to parental approval that the examining doctors use drops to dilate the pupils of the eye for more thorough examination.

7. Oculists gave a thorough eye examination to children referred and receiving parental approval at area centers within a week after the vision test. All findings and recommendations of the oculists were recorded on the child's "History Sheet" (Form 2). Parents were supplied with a copy of the "Report for Parents and Family Physician" (Form 5) which indicated the recommendations of the oculist and advised taking the child to the family physician.

8. Files of "History Sheets" (Form 2) for each school were classified as: (a) children with normal vision; (b) children absent on day of vision test (for follow-up test); (c) children referred for further examination who failed to report, or whose parents denied permission for further examination; (d) children referred for further examination who reported and whose parents received recommendations (for follow-up check).

9. Follow-up check to be conducted by the county public health nurse and urban school nurses assisted by the survey nurse and the

survey secretary to ascertain what action was taken by parents in regard to recommendations. "Follow-up Report" (Form 6) is to be used for final report.

10. Statistical treatment of findings and data will be made by the examining eye doctors with their conclusions and recommendations.

Statistics at the Halfway Mark in the Survey

When 2495 children out of the 5000 in the county had been given vision tests, the following statistics were made available:

A total of 2495 children were given vision tests, eye examinations, and interviewed.

Out of 52 in county 34 graded and ungraded schools were visited. Examinations were held in 9 area centers.

A total of 434 children or 17.4 per cent of all children given the vision test were referred to area centers for a more thorough examination. It was found that 2061 children or 82.6 per cent, have normal vision and no evidence of eye difficulty.

Of the total number (434) of children referred for further examination, 275 children, or 63.5 per cent, reported to area centers for further examination. One hundred fifty-nine children or 36.5 per cent failed to report or were refused parental permission for further examination.

Of the 275 children reporting to area centers for further examination:

A total of 160, or 58.8 per cent, were recommended for refractions. Forty-nine, or 17.6 per cent, were referred to family physician for other treatment. Sixty-six, or 23.4 per cent, were found to need no further treatment.

School and health authorities in this county feel that this survey is of greatest significance due to its potential value to the eye health of the children and because it will make it possible for the first time to turn the spotlight of scientific research and statistical analysis upon a problem concerning which, up to the present, there has been only supposition and speculation.

Veteran Education Opportunities at Texarkana Junior College

H. W. Stilwell¹

The Texarkana Junior College, at Texarkana, Tex., has been faced with the problem of caring for returning war veterans and the setting up of a proper program of use to them. The college has been literally swamped with returned veterans but at the same time has managed to take care of all who have applied for entrance and who could profit in any way by the instruction offered.

The college in meeting its problem has put up temporary classrooms to take care of immediate needs. It is at present engaged in promoting a building program for a larger college building and increased facilities to take care of those veterans who will be applying in the near future. The college has set up a program which will be of complete service to the veterans regardless of their previous training or experience.

First, returning veterans who possess the proper high school graduation credentials for entering upon standard college work will be admitted to the college and will be assisted in making whatever readjustment is necessary. Beginning classes are spaced every nine weeks so that students may begin the work at any time without having to wait for a new semester.

Second, students who have not completed their high school courses will be given credit for the school work which they did before entering the army. Credits will also be allowed for any educational work given by the army. Whatever credits are still lacking are to be earned by the student in his course at the college.

We have not put any of the veterans in the regular high school because they are too old to mix with the younger students in the high school. We have done this not because

the veteran might be in the way in the high school but simply because we feel that the veteran himself would not like to be among the young boys and girls of high school age. When he is put in a college class, he is with the mature young men and women and there is no hurt at all to his pride.

Now these veterans are in fact mature men. We therefore say to them: "We are going to set down what you need to know in English in order to handle English about as well as the high school graduate could do or to handle English as well as you ought to do it to succeed in college work. We are then going to set up for you a set of directions for you to study and practice on and we will give you a tutor or teacher who will meet with you one hour a day in English to assist you individually in what you need to do. As soon as you have done the work that we think is necessary, that is as soon as you have learned to handle English well enough to get along in college or as well as the high school graduate usually handles English, then we are going to give you credit for four years of high school English. If you do it in a week, that will be fine. If it takes you a year we still will be giving you the instruction."

Now we have done the same thing for all the other fundamental high school subjects. The veterans have enrolled in great numbers in this high school work and we are meeting the needs of these veterans in a fine way. So far as outward circumstances go they are classified as college students. When they finish, we give them a high school diploma. We then are ready to admit them into regular college work or to send them on to some other college they might choose and we have high school graduation for these students practically every week with new veterans coming in to take their place.

¹Superintendent of Schools, Texarkana, Tex.

The directions set up for all the work in the fundamental branches are very carefully worked out by the director of the GI Education Program of the college and by the teachers who are working with him.

The third line of service for the veterans instituted by the college is one to give training of an apprenticeship type for men on the job in various mechanical trades and then the training in the schoolwork which they need. We have field inspectors who visit the places of employment of the veterans and who work out with the employers the type of training the veteran will get in the job itself. Then the director, with these field men, maps out a program of studies, it may be in citizenship and is citizenship for all men until they have had that training, it may be in fundamental mathematics or fundamental English, or fundamental reading, and it always includes theoretical training by practical mechanics on the job. There are short courses set up in automobile mechanics, in carpentry, in insurance, in laundry work, and in various other occupations that the men engage in.

Sometimes in this group we find veterans who will go on to some mechanical trade and

who need to be taught reading and writing and arithmetic, and then we arrange classes for them in that connection.

The college has been organized in three divisions as follows: (1) a regular standard college division holding to the regular standard college requirements and regular standard requirements of college work; (2) a preparatory division to which only veterans are admitted; and (3) a division for short courses for training men on the mechanical jobs and trades in which they are employed. The director of the GI Education Program is B. W. Musgraves, who has attempted to organize a type of work in all divisions suitable for the war veteran, and then to set up a program for carrying on the work. The success attained by him in this work has attracted the attention of educators from schools around Texarkana and requests are regularly being made for advice on the type of work being done and the organization perfected for carrying on this particular program. One college in Arkansas has already set up a program similar to the one in Texarkana College.

and the parent. There is a strong feeling that the conference method of reporting progress is far superior to the report card method.

The conference method has been considered so successful for the primary grades, that it has been extended to the fourth and fifth grades this year, so that this method is now used in all grades up to the sixth. In the fourth and fifth grades, however, a report card is sent home each six weeks in addition to the three conferences each year. It is expected that the report cards will be discontinued in all these grades in a year or two.

Parents' Evenings

Another method used to bring the parents and school together a little more closely is the annual parents' day or night. During Education Week each year, parents are invited to come to the school on a designated evening. These visitations are used for grades six through twelve. In the lower grades, parents are urged to visit schools at least once during that week. A majority of the parents do visit in the lower grades, and many come to open house at night, in the upper grades and in high school. For these evening meetings, each teacher is in his or her room to visit with parents about their child, or the school in general. Some teachers exhibit written work done by pupils. The schools are kept open about two hours and various types of programs are provided in addition to visits with teachers. These programs include music, movies, one-act plays, and other forms of entertainment. Refreshments are usually served by the pupils.

This year, we have been attempting to get every teacher to call at the home of every child in her home room. Many teachers have made the calls, and others will make them before the end of the year.

Such contacts have improved the relationship between the school and the home, to a great extent. We have concluded that the school must be the aggressor in getting co-operation between "the home and school for the good of the child."

OPEN MEETINGS OF SCHOOL BOARDS

Printed comments of teachers on secret sessions of school boards are frequently written with an acidity that arouses in board members a stubborn resentment not unlike that of a 12-year-old boy against an excessively severe teacher. In contrast is the following editorial of the Dallas, Tex., *Herald* which raises several points on the unwisdom of secrecy that deserve full consideration:

Newspaper reporters were surprised Tuesday night by being permitted to sit through a meeting of the Dallas board of education and hear a full discussion of the business in hand.

Virtually all public bodies hold executive meetings occasionally, but the school board, for a long time, has been particularly reticent about its discussions. Reporters have been asked so often to withdraw that it has hardly been worth while for them to go to the regular meetings.

Although the superintendent's office and the business departments have given out news releases from time to time, the board's policy of reticence has made it difficult to give the public all the facts about transaction of school business.

To what extent representatives of the press will be allowed to attend future meetings remains to be seen. The session Tuesday night was,

(Concluded on page 66)

Getting the School and the Home Together

C. A. Beaver¹

There is a slogan which schools have maintained for many years. The slogan is "the schools and the home should work together for the good of the child." Many schools and many parents do nothing about it except to print it on the child's report card. There are many reasons for this, one of which is that the teachers already have too much of a load, so that there is little time in which to make contacts with the parents. Another is that too many parents aren't much interested, and never approach the teachers unless their child is in trouble. Apparently, it is necessary for the schools to take the initiative if parents and teachers are to work together.

Yankton has not reached any degree of perfection in this respect, but has made some progress. For a number of years teachers have been taking the school census during the month of May. Notes are sent home to parents stating what is to be done and the reason for doing it. The note states that a certain date has been designated as "school census day"; that the children will not attend school on that day, but that some teacher will call on the parents for the purpose of taking the school census. Parents are urged to be at home during that day and to confer with the teacher on any subject of school interest. The importance of an accurate census and the necessity for having the co-operation of parents is pointed out. At nine o'clock on the appointed day, all the teachers start out, to take the census in a definite section or block.

Several results have been attained. In the first place, teachers do a more accurate and complete job of census taking than was done previously by one or two elderly persons.

The parents and the community become census conscious, and every teacher in the system makes contacts and visits with some of the parents each year. Teachers often get a different viewpoint after seeing where and how their pupils live, meeting their parents and learning of their surroundings and their problems. We feel that it does something to promote a little better understanding.

Parent-Teacher Conferences

In order to bring the parents a little closer to the school, a system of conferences has been arranged. Three years ago, the schools in Yankton discontinued the issuing of report cards to children in the kindergarten, first, second, and third grades. In place of the cards, conferences were arranged between the parents—usually the mother—and the teachers. These conferences are held three times each year. No school is conducted on conference days, and each mother is allotted a certain length of time at a definite time during the day. Nearly every parent appears for these conferences, and we have had only praise for the plan from both parents and teachers.

At these conferences, the teacher and the parent sit down at a table and talk about the work of the child. Samples of the child's work are exhibited. Parent and teacher frankly discuss the strong points as well as the shortcoming of the child. The parent is also asked to discuss any procedure or practice of the schools, and to offer any suggestions. In this way, the teacher and the parent become quite well acquainted. Parents learn to enjoy visiting the school and usually develop a hearty interest in what is being done. Teachers also get a different viewpoint about the child

¹Superintendent of Schools, Yankton, S. Dak.

Aids for the Scientific Study of Distances Pupils Travel

Paul Gossard¹

Of the problems that arise continually to vex the school administrator, none is more regular in appearance than the questions related to the distances pupils must travel in going to and from school. Where shall a new building be placed? Are the present boundaries between districts within a city fair? Would it be feasible to close an obsolete building where the enrollment has decreased greatly? In planning new school buildings to what extent can the greater efficiency of larger buildings be secured at the mounting cost of traveling distances of pupils? Which pupils shall be furnished transportation? Which pupils shall be permitted to carry lunch to school? These are some of the usual questions tied up with distances pupils travel to school. Also it might be added that all are questions about which there is likely to be heated feeling on the part of school patrons and worries for the administrator.

This article deals with devices and procedures that may be helpful to administrators who wish to approach their problems involving distances pupils travel in an objective, scientific manner.

Supply of Maps

A supply of accurate, up-to-date maps of the school district is almost a prerequisite for school administration. The ideal, of course, is the commercial map that is accurately made to scale. In the absence of such maps, however,

¹Superintendent of Schools, Quincy, Mass.



Fig. II. Blueprint of a spot map with district limits developed by means of distance measuring devices.

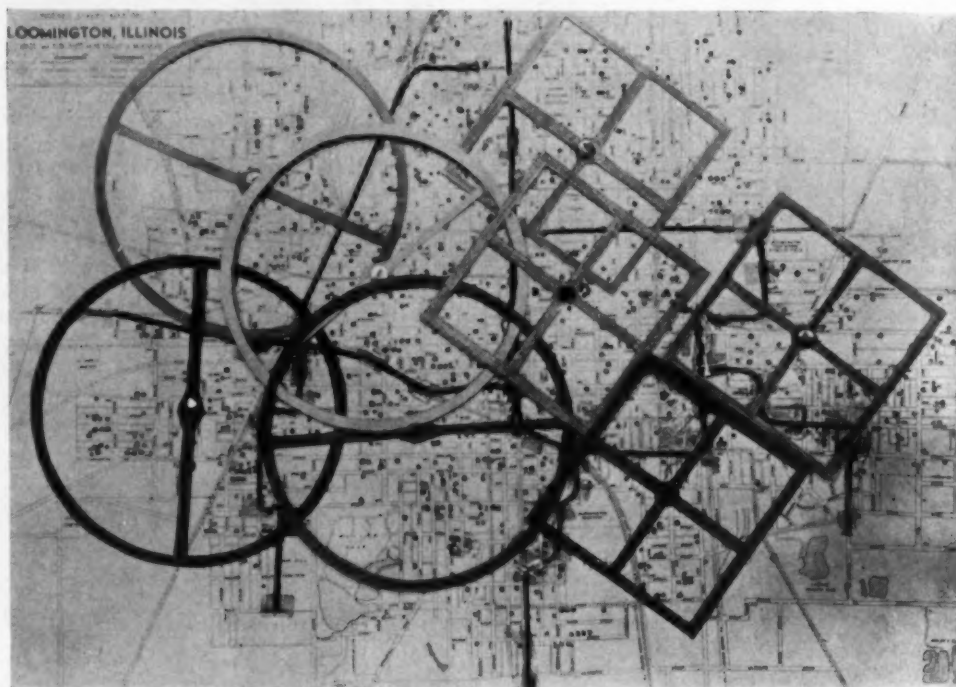


Fig. I. Square and circle distance measuring devices applied to a spot map.

administrators in large or small, urban or rural districts, can secure an adequate supply of maps at reasonable cost through having trac-

ings made of maps in county atlases or from maps in city or county offices. In Coal City, Ill., the writer some years ago had such tracings made by members of an industrial-arts class. Blueprints from the tracings can also be made by the classes, or they may be bought inexpensively from commercial firms specializing in such work.² It is also possible from tracings to have "black line" with white backgrounds made by these commercial concerns, thus facilitating marking the maps in desired ways.

In some ways positive photostatic copies of an original map are more usable than blueprints. The size can be reduced, there is no work in making a tracing, the negative can be used to make a great number of positive prints, the cost is not great, and the prints are easily marked with circles, dots, and other symbols. In reducing the size of a map through the photostatic process care must be taken that the new and correct scale be indicated on the map to prevent persons unacquainted with the amount of reduction in size from making erroneous conclusions about distances. In any of the larger cities there are companies that make a business of photostatic work and do a mail-order business.

Use of Spot Maps

Any serious study of boundary changes or of possible sites for a building practically necessitates the use of spot maps showing where the pupils of the area reside. A satisfactory stamp for placing the spots on the

²Gossard, A. P., "High School Pupils Study Their Community," *The School Review*, XLIII (April, 1935), 268-272.

map can be made by cutting down the eraser on a pencil to the size and shape desired. This eraser can be dipped into India ink, black or colored, to place spots of uniform size neatly and quickly on the map. In making spot maps some people merely use a ball pointed pen, but the spots are less uniform than with the plan described above.

If the pupils of the fourth, fifth, and sixth grades, for example, are to be shown on the map, it is convenient to use different colors of ink to show at a glance the place of residence of each of these children. Where photostatic copies of spot maps are to be made, it is sometimes desirable to shape the stamp to make triangular spots, circular spots, crescentlike spots, or other shapes to indicate grades since the differences in color cannot be distinguished in the prints.

Some cities use block maps on which symbols are placed to indicate the number of units of students living within a block. In studies where the number of pupils whose residences are to be shown is relatively low, the use of pins with colored heads is satisfactory. See Figure V.

Movable Circles and Squares

A common technique in studying boundary problems and site-location problems is to draw on the map circles of the area involved — circles to show half-mile distances, three-quarter mile distances, or whatever distances from the schools may be desired. Where streets predominately are at right angles, squares instead of circles are occasionally used. Particularly where a great amount of labor has been expended in developing a spot map, the trial and error method of drawing these circles or squares on the map to show walking distances is almost prohibitive. At times the writer and his associates in Quincy, Mass., and earlier in Bloomington, Ill., have used both circles and squares of light cardboard that can be moved about on the map to test every conceivable location. Figure I shows circles on the left side of a map, indicating approximately half-mile walking distances. On the right side are squares that more accurately show the half-mile walking distances. Note that the diagonals are in the directions of the streets. For the particular map used here the diameter of the circle and the diagonal of the square are each about 7 inches. The circles are simpler to explain although they do not give as accurate information about distances to be walked. The squares are accurate in that anyone living along the outside edge of a square is half a mile from the school, providing the streets are at right angles and providing no backtracking is necessary on the route to school. Explanation of the geometry involved in the use of the square constitutes a disadvantage in the use of this device with the average group of patrons.

Even for Quincy, Mass., with its quite random arrangement of streets Dr. William K. Wilson of the New York State Department of Education recommends use of squares to indicate service areas within which there should be one school. He uses a checkerboard arrangement drawn on transparent tracing paper, each square being a service area. By placing this sheet over the map and moving it around, aid in determining possible optimum placement of elementary schools may be secured.

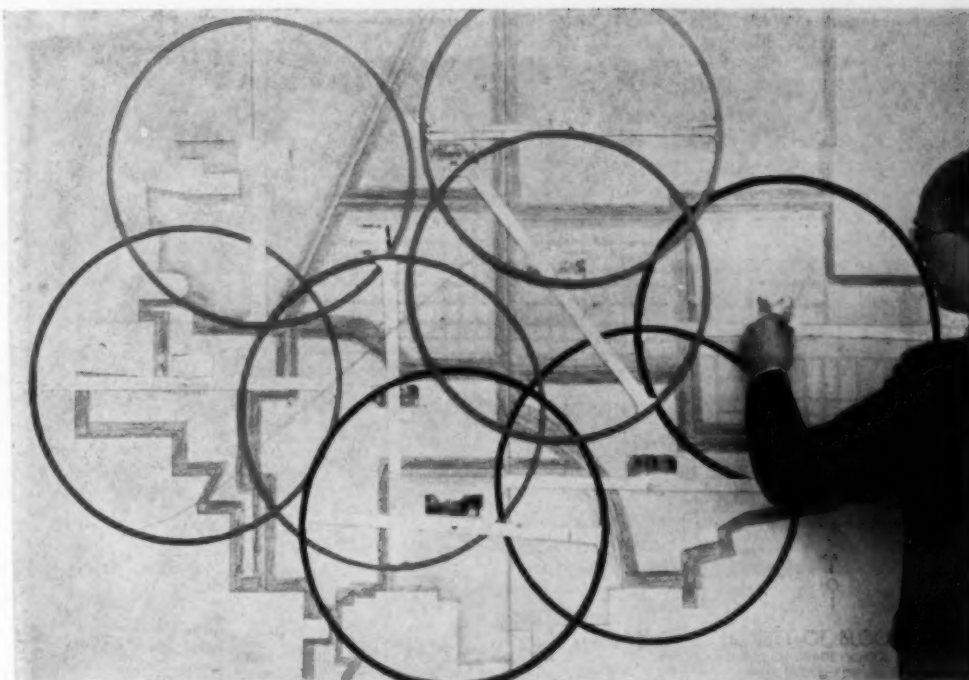


Fig. III. Using the distance circles on a large wall map.

Yarn Boundaries

A further device for economy in use of spot maps is shown in Figure I. The boundaries as shown in this map are of yarn. They are fastened with transparent tape and can be rearranged an indefinite number of times without impairing the map. Pins may be used in stretching the yarn boundaries, but where photostatic copies of such a map are to be made, it is impossible to place the map in the frame for the making of the negative if pins are in use. Pins also interfere with the use of the distance calculator to be described later.

Records of Possible Boundary Arrangements

Figure II shows a photostatic negative of this map at one of the stages at which it was wished to keep a record of a possible boundary arrangement before the yarn boundaries were moved to try another plan. After a number of such negatives are made showing different possibilities, it is possible to compare all of them to reach a conclusion as to which of the possibilities comes closest to meeting needs.

Figure V is a photographic record of a small section of a map made to preserve work done to show through use of colored pins where the children live who petitioned to carry lunch to elementary school. Also it shows the placement of a yarn line marking half-mile distances by all routes from the school.

Maps for Newspapers

Where it is desired to have a map reproduced in a newspaper and where it is undesirable to have the maze of lesser streets showing on the map, the plan is sometimes followed of blocking out with white opaque water color all of the streets that are of no consequence in showing boundaries or arterial highways. The streets that make up the boundaries can be drawn in more heavily and marked more conspicuously so that a simplified map is secured for the newspaper readers.

Value of Topographic Maps

For most parts of the country it is possible to secure topographic maps at low cost. These maps showing the differences in elevation are valuable to an administrator where some routes are more difficult for pupils to travel because of hills or even relatively gradual grades. Distance, of course, is not the sole criterion in determining whether a distance is excessive for a particular pupil. For example, a pupil with cardiac trouble may be aided by assigning him to a school where he regularly would not go because the physical strain might be somewhat greater where he would have more uphill traveling to or from his regular school. In such cases, particularly, the topographic map is of value. Dr. William B. Wilson has recommended to Quincy that topographic lines be placed on our spot maps at least to show bases and crests of ridges.

Advantages might be found in drawing these topographic lines on transparent paper that could be placed over the spot map only when needed, thus saving the map from too much detail for its ordinary use.

Maps for Use in Public Meetings

The type of small map shown in Figure I, with the circles and squares, can be used in small conferences, but it is of limited value in public meetings. The large map shown in Figure III is a simplified arrangement of the small map shown in Figure I. It is 4 feet high and 6 feet wide and is mounted on two Johns-Manville panel boards that are hinged in the middle to permit folding for carrying in a car to meetings in various parts of the city.

The large circles represent half-mile walking distances and are approximately 10.8 inches in radius. A photograph of each of the elementary schools has been placed in the appropriate district to aid interested members of the audience to become better acquainted with the school plants of the city if they care to examine the maps more minutely after the

close of the meeting. Incidentally, it has been found that the back of such a board also is valuable as a type of bulletin board on which various objects may be pinned for use during the meeting when the map itself is not needed.

Such a map is particularly valuable in showing school patrons the condition where there is inexcusable overlapping of districts. Placing the circles on the map in view of the audience in connection with a discussion of the overlapping is particularly effective in convincing groups that it is feasible to make budget savings through abandoning an unneeded building or that certain boundary changes are desirable and fair.

Distance Calculator

The object in Figure IV is a homemade distance calculator developed by the writer to expedite the work in studying boundary revisions in Bloomington, Ill. It is an adaptation of the use of the square to show walking distances. A 45° transparent triangle is glued to a ruler on which is placed the scale of the map on which the calculator will be used. In this instance the scale is divided into feet, tenths of miles, and eighths of miles.

Like the square, this device is limited to use where streets are predominantly at right angles to each other. In an old city like Quincy, Mass., where the streets run in almost every direction, this calculator has very limited value; but in Bloomington, Ill., it was found to be a great timesaver.

In Figure IV, X shows the location of the senior high school in Bloomington. The scale of the calculator is placed on the street running in front of the high school and the calculator is moved to the left until the pupil at E is along the edge of the triangle. Automatically on the scale just in front of the high school, point X, is read the distance that the pupil has to walk, which in this case is about 1½ miles.

The explanation of the operation of this calculator is based on rather simple geometry. Triangle ABC is a right isosceles triangle. Line EF shows the distance the pupil at E is from the street on which the scale is laid. Triangle EAF is also isosceles and EF equals AF. FX plus AF equals FX plus EF. Any pupil living along the edges of AB and AC resides at the same distance from X as a pupil at A would. Therefore, the reading on the scale at the point X is true for any of these pupils living along the edges AB and AC. In this picture the scale is laid along an east and west street in front of the high school. If the indicator were turned so that the scale would be along a north and south street running by the high school, the indicator would give the same reading for the distance pupil E lives from the school.

In the upper right quarter of Figure IV a number of lines are shown that were drawn with the aid of the distance calculator to show walking zones from the junior high school indicated by the small circle. The zone lines are 500 feet apart.

Members of the board of education might ask how many pupils live more than 1½ miles from the senior high school. Only a moment's work with the aid of this calculator would be needed to draw the lines on the spot map beyond which students have more than 1½ miles to travel.

The number of times this calculator has been of use to answer these and similar ques-

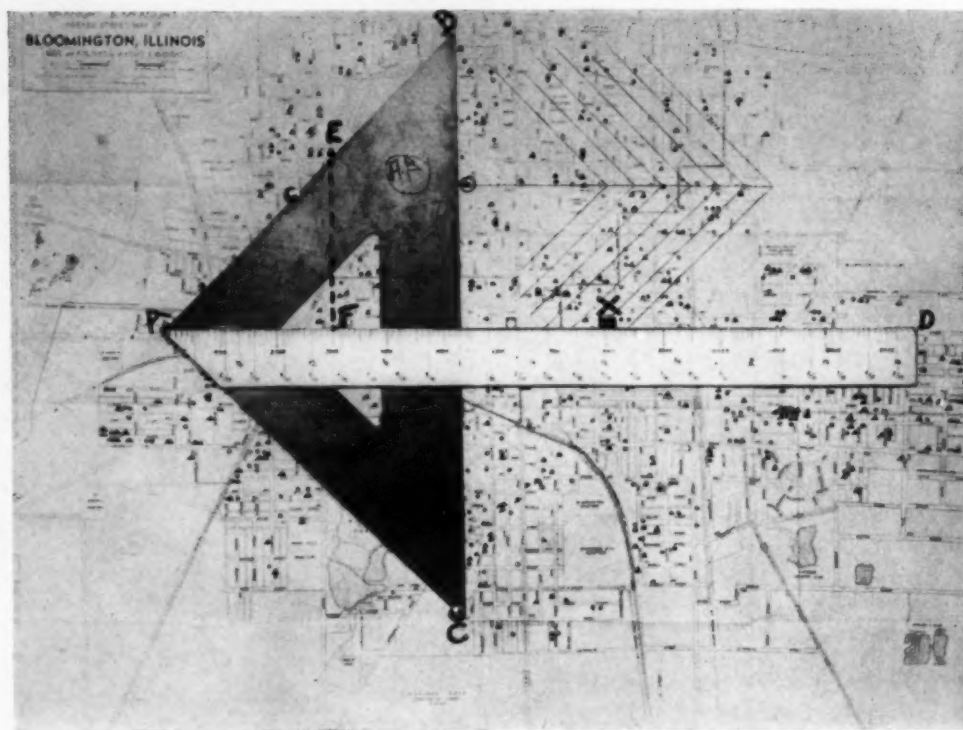


Fig. IV. A homemade Distance Calculator (see text).

tions is surprising. Parents make mistaken claims about how far their children walk to school, and it is helpful to give the correct answers quickly. Patrons call to learn how far their children would be from the school if they moved to a given address. Here, too, a service can be rendered by supplying information quickly through the aid of this inexpensive, homemade instrument.

Care must be taken to guard against instances where pupils must do some backtracking or where streets are not at right angles to each other.

Other Means of Showing Walking Zones

It will be noted in Figure IV that in a city like Bloomington with streets at right angles to each other the zones are marked by parallel lines drawn at 45-degree angles to an axial line

running out from the school. Such simple procedure is not possible in Quincy. Here the zone within which all elementary pupils have a half mile or less to travel is marked by line connecting points half a mile from the school on every possible route out from the school to the pupils' residences. See Figure V in which the zone limit is indicated by a yarn line. The distances sometimes were measured by using dividers open to a small convenient unit. A young engineer just back from the army who is on the teaching staff hit upon the plan of taking a thread corresponding in length to half a mile on the map. One end is fastened to the point where the school is located. The thread is stretched with the aid of pins along a route pupils take in going home. The end of the thread marks the half-mile point. This procedure is followed with every possible route and then the half-mile points are connected. These zones and .65 mile zones have been set for each of Quincy's elementary school districts.

Conclusion

These devices and procedures are among those that may be followed by an administrator to give added objectivity to recommendations that he must make to his board of education on questions involving distances pupils travel and to the decisions he must make on many similar problems raised by patrons. A scientific, professional approach to such problems is appreciated by boards of education and patrons alike.

ST. LOUIS PLANS MERIT SYSTEM

The St. Louis, Mo., board of education has approved a plan for placing all of its 1400 non-teaching employees on a merit plan of employment, compensation, promotion, and retirement. The plan would classify all maintenance men and women, clerks, and other employees and would provide rules for working conditions, etc. The direct administration of the plan would be the responsibility of a personnel director and a three-man commission and would be a type of civil service replacing the merit system instituted in 1945.



Fig. V. Small Section of Map used to record a spot study.

Planning and Landscaping School Grounds

Earl F. Sykes¹

Rarely does one encounter schools in villages and rural communities where the school grounds give evidence of either intelligent planning or landscaping. A great deal is said and done about planning and landscaping school grounds in urban communities but there seems to be little concern about the school grounds in villages and in the open country. Yet rural schools far outnumber those in the cities. There is little excuse for such a situation in rural communities, much less in fact than in the cities, for the latter are handicapped by extremely high land values, lack of desirable natural features so essential to effective planning and landscaping, and by other limitations, which are not operative in the country. The term rural as here used refers to village and rural consolidated schools as well as one-room schools.

Even a one-room school should have at least three acres for its site if it is to be at all well planned and to include the features which will permit it to fulfill its function both as a school and as a com-

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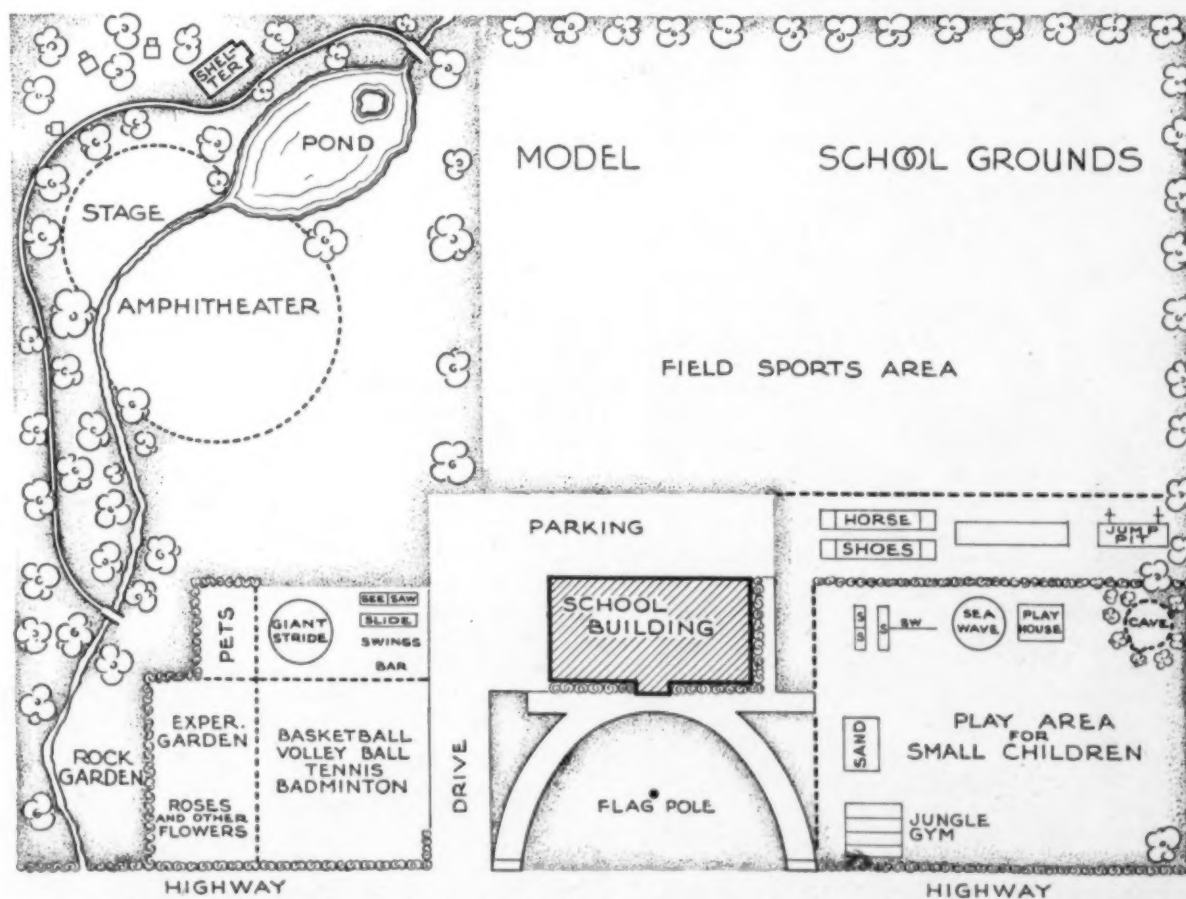
munity center. Every school site should be selected and developed with its potentialities as a community center a matter of major consideration. A five-acre tract will permit much better arrangement and the inclusion of a larger number of desirable features. In the case of the consolidated school, especially when the school houses students in the secondary as well as in the elementary grade, the site should not be less than 10 acres in extent.

The accompanying sketch is not intended to serve as a model for imitation but rather to suggest some of the desirable features of a well-planned school site. It will be noted that the sketch is set up in terms of special areas. The arrangement of these areas would necessarily vary with the topography of every plot of ground.

The first area to be considered is that upon which the schoolhouse itself stands. This should have sufficient elevation as to insure satisfactory drainage. The schoolhouse should be located at least 100 ft. from the highway, more if there is a great deal of traffic. A frequent defect in school sites arises because the school buildings are so close to the high-

way that the noise and distraction caused by passing traffic constitute a serious deterrent to the work being done in the school. There is also a serious accident factor involved when the pupils emerge too directly from the schoolhouse on to the highway. A curved walk approaching the front entrance to the schoolhouse is both more attractive and more practical than a single straight walk leading from the highway. There is less tendency to cut across lawns when the students approaching from both directions are afforded a direct or diagonal approach to the main entrance. The school building will be set off most attractively if there is an expanse of open lawn in front. If desired, a well-proportioned flagpole can be set near the center of the open lawn. Such an arrangement provides a welcome break in the expanse of lawn as well as an excellent setting for the flagpole and for Flag-Day exercises. The type of shrubbery which should be used at the front of the building should be governed by the architecture of the building.

The drive can be bordered by a low hedge to prevent trespassing on the lawn and for landscaping effect. If the building is large



A wide variety of play and physical education activities are possible in any well planned school site. The layout above anticipates cultural and nature study activities as well as athletics and general play.

enough to have either a side or a rear entrance, these can open upon a surfaced area which can be used for parking space when so needed, and for play space during inclement weather.

By placing the parking area at the rear or to one side of the rear of the building, the ragged effect produced by cars parked in front of the building can be avoided.

Near the building, where it is readily accessible and easily supervised, yet so planned as to cut off from the play areas used by the older students, should be located a special play area for the pupils in the first two or three grades, and this area should be cut off from the road and from the field-sports areas by a shrubbery hedge. The play equipment for this area should be selected with the needs and interests of the little folk in mind. One of the essential items of equipment would be a covered sandbox, covered to prevent the sand from becoming too wet and children from playing in it at times when their health would be endangered. Another item of equipment would be a jungle gym. This may either be constructed of iron pipes set in concrete or of hardwood. The latter type can be taken indoors and used in a playroom during the winter. Small children love the tetter totter or seesaw. This can be either the permanent type attached to the swing and slide units or the movable, rocker type. The latter has the advantage that it can be used indoors during the winter. A small playhouse is always a source of delight to children. They also enjoy a type of merry-go-round or sea wave.

The large part of this special area should be well-sodded, open lawn upon which the small children can roll balls, play group games, and the like. Small children will delight in a cave built above ground and secluded in the shrubbery in one corner of their play area. Such a cave can be constructed, with the aid of some adult or older pupils, of light framework covered with canvas or burlap and painted to resemble rocks. Or a large packing box can be used as a base. The floor of the cave should be loose, dry gravel.

Another essential to a well-planned school ground is a hard-surfaced area for concentrated play activities by the older students. The extra parking area, needed only at night when the school is being used for some community function, makes an excellent place for playing medicine ball, shuffleboard, and the like. The space used for the seesaws, swings, chinning bar, giant stride, and the like, should be hard surfaced because of the wear they are subjected to. The same is true of the area set aside for outdoor basketball, volleyball, badminton, and tennis. The amount of space which should be provided for this purpose will depend fully as much upon the amount of use it will have by young people and adults in the community as by that which the pupils will make of it. A single area can be so planned that it can be used for any of the above sports as well as for a general play area. "Black-top," the material now so widely used for macadamized

roads is one of the most permanent as well as generally satisfactory materials for surfacing not only the drive and the parking area, but the walks, and the play areas which need to be hard surfaced.

One or more outside drinking fountains constitute an important item of equipment. These may be attached to the outside of the school building.

A sod-surfaced area upon which a wide variety of field sports can be played is a prime necessity. This area should be planned in terms of out-of-school youth and adults as well as for the use of the pupils themselves. Such an area should be approximately 200 by 300 ft. in size and so graded and tiled as to be well drained. Nothing is more disgusting than a play area that is a mudhole for several days after every rain. Usually such a play space is a "dust bowl" by the time all its wet spots are dried up. This area should be planned so that it can be effectively used for softball, soccer, touch football, archery, bowling, and the like. The soccer goals and the baseball backstop can be so constructed, if made of pipes, that they can easily be set up or removed. Pipes into which the framework of the backstops is screwed, can be set in concrete. When the backstops are removed, these pipes can be capped to prevent them filling with dirt, and other objects. Along the side of this field area can be placed horse-shoe pits, broad- and high-jumping pits, and the like. The field area can be made very attractive by a border of hardy shrubs and large trees.

An area devoted to experimental gardens forms an important adjunct to a well-planned school. This area can serve a number of purposes, first as a place to raise roses and flowers of a wide variety, secondly as a place to carry on botanical experiments of a simple nature. A section of this area can be set aside as a place for keeping pets for a time. Instead of "smelling" up the schoolhouse with these, a special place is thus provided for them. This area should be set off from the others and surrounded by a shrubbery hedge.

A forested recreational area is especially essential if the school is to serve effectively as a community center. Although not all schools can have many of the desired natural features shown in the sketch, nevertheless many school sites have possibilities which are undeveloped. In many cases a little more attention to such matters at the time the sites were chosen would have made it possible to select locations with much better natural features. A plot of ground which has either a spring or a small brook offers an excellent opportunity to provide features which have great educative value as well as landscaping possibilities.

If necessary, the course of a brook, as in the sketch, can be changed so as to fit in with the general landscaping plan. A small stone dam may be so placed as to widen the stream, creating a pond, and it can provide for an attractive, though small waterfall. If desired, the pond can be so planned as to

make a very satisfactory swimming pool during the summer months. A small island in the pond and a couple of rustic footbridges with footpaths on the wooded side of the brook can have a very pleasing effect.

By proper planning a valuable outdoor theater can easily be provided for. If the stage part is placed on one side of the brook and the sloping lawn on the other is used for the audience, the setting can be very simple and yet artistic. A rustic-stone retaining wall on the stage side of the stream will make it possible to raise the level of the stage slightly, while still giving a very pleasing appearance. Proper arrangement of the trees and shrubbery can provide ideal wings and background for the stage. The amphitheater part can either be given a secluded effect by surrounding it with trees and shrubs and by stone terracing, or it can be left as an open and gently sloping lawn. A rustic shelter house can have many uses, only one of them being as a dressing room. Such an open-air gathering place offers an ideal setting for school and community affairs in the late spring, summer, and early fall.

The wooded area with the provision of the shelter house, fireplaces, rough tables and benches would be an ideal place for family and community picnics, and would create a most desirable setting for an outdoor classroom on warm spring and fall days. The shelter, if equipped with a large fireplace, would be an ideal meeting place for Boy Scouts, Girl Scouts, and other similar organizations. When the pond was frozen over in the winter, the smooth ice area together with the shelter would provide an ideal combination for ice skating. An effort should be made to provide in the wooded area as wide a variety of trees and shrubs as will grow suitably in the particular environment. This would provide an excellent opportunity for students and adults to come to know and appreciate a wide range of plant and even animal life.

If all is very ideal, how is such a setup to be paid for and to be taken care of? It must be emphasized again that the whole enterprise to be of real value must be made a community project, with the school and its grounds made a true community center. Who wouldn't like to have and enjoy such a community center as has been pictured? To have such things is both possible and a way to community solidarity and individual happiness. It is too true that rural communities are rapidly disintegrating, with both young and old going to the near-by cities for a commercial and not too satisfying type of recreation. Such community centers as the one pictured above can revitalize the small rural town and the community. Outside of materials a project such as that outlined can be made an actuality with little or no expense. Properly approached, persons in the community will gladly give their labor and the use of their tools to make such a community center a reality.



Board of Education, Hutchinson, Kansas

The board of education at Hutchinson, Kansas, has given attention in recent months to the postwar problems of education, arising out of community changes, particularly economic and social problems.

The members and executive officers are: Seated, left to right, W. E. Upson; W. R. Godwin, superintendent; Mrs. Fred Adams; W. J. Graber; Paul Lewellyn, clerk-treasurer. Standing, left to right, John C. Foster, president; J. E. Conklin; C. Lee Detter, vice-president.

NEW YORK CITY BEGINS BUILDING STUDIES

Steps to be taken by the New York City board of education's division of schoolhousing in planning for the construction of new postwar schools and in administering the existing plant of more than 800 school buildings have been outlined in a report recently presented by Associate Supt. N. L. Engelhardt to Supt. John E. Wade.

The division now has seven different studies in progress and has completed ten community surveys to determine school-building needs. Also completed are 26 general studies relating to various problems of school construction and maintenance.

New pending surveys relate to the school construction needs of the Bronx; a population study of the Red Hook-Gowanus section of Brooklyn; furniture and equipment in proposed schools at the elementary, junior high, and secondary school level; an analysis of new building plans to increase the amount of usable space; and an analysis of estimated costs of new buildings in relation to the space occupied.

General studies made by the division cover a variety of topics, ranging from a survey of room utilization in schools, to a study of the incidence of left-handedness among pupils and the need for providing educational equipment for these boys and girls.

Other studies cited include a population survey of five boroughs, the preparation of a manual of school planning, a survey of school story heights, desirable features based upon potential changes in educational methods, maximum educational use of school facilities, pupil's working heights of furniture and equipment, interior material and finishes, acoustical treatment of rooms, planning of school libraries, nature rooms, and sound systems for the transmission of school programs.

In addition, a co-ordinating committee of representatives of various agencies of the school system having jurisdiction over matters of school

construction and maintenance has submitted reports on playground surfacing, building intercommunicating systems, and hand-drying facilities.

It is expected that further reports from other division heads on the activities of their bureaus will be issued in the near future.

TEACHER SAVES SCHOOLS

According to an Associated Press dispatch, a teacher saved the Vanport City, Ore., schools for 2400 local pupils by her vote cast on April 18. She was on that date the only residing taxpayer and, therefore, the only voter of the once thriving shipyard town of 40,000 people.

According to the press, the 150 teachers had been told to look elsewhere for work, for with the expiration of the Federal Lanham Act, which financed the Vanport schools, there would be no funds to pay them. The private property of the town, two utility firms and two automobile service stations brought only \$200 in taxes last year. No increase could be allowed unless a state property tax limitation was waived by electors. And a check disclosed the district had no residing property owners to vote.

Miss Laura Keller, the school principal, solved the problem. She bought one share of stock in the Telephone & Telegraph Company, a private corporation, to become a taxpayer and an eligible voter.

The school board called an election. The polls opened at 2 p.m. Miss Keller cast her ballot at 4 p.m., and at 7 p.m. the polls closed. Officials counted the ballots and reported a fifty mill tax levy had carried 1 to 0.

Supt. James T. Hamilton announced the increase would give the school \$585,741 to carry on next year. He explained that Miss Keller's vote put the \$6,000,000 government owned housing center on tax lists for \$300,000 rebate in federal money from rentals in lieu of taxes and that state funds would make up the difference in the school's budget.

Miss Keller paid \$142.50 for her share of stock. She reports it now is worth \$149.75.

NEW SCALE FOR EMPLOYMENT OF TEACHERS

The board of education of Croton-on-Hudson, N. Y., has adopted a revised scale for the employment of members of the teaching staff, to become effective on July 1, 1946. All teachers will be placed on the schedule according to their years of experience and training. Teachers in the special departments will be considered as special and their salaries will be set by the board, taking into account the limits of XI maximum.

Teachers with no experience but having completed five years' training and holding an M.A. or M.S. degree, will receive a salary of \$1,900, and will advance by annual increases up to a maximum of \$3,400 at the end of 14 years. Teachers with four years' training and holding a B.S., B.A., or B.E. degree, will begin at \$1,800 and will advance to \$2,800 at the end of nine years.

Under the rules, no teacher appointed under the schedule will receive an increase of more than \$300 for 1946-47, and \$200 yearly until the schedule is reached. Similarly, no teacher will receive a reduction in salary because of the schedule.

Degrees will be credited a teacher only when the quality of the training is such as to further the educational qualifications for teaching, supervision, or administration of schools. Where a teacher earns a degree placing her on a higher schedule, the placement will be made on July 1 following the awarding of the degree. Teachers who earn an advanced degree before September of the ensuing year may be placed on the new schedule upon advance notice to the board.

The board reserves the right to decline an annual increment where the services of a teacher are considered not sufficiently meritorious to warrant an increase. Teachers will be notified in each instance where the annual increase is refused.

The American **School Board Journal**

A Monthly Periodical of School Administration

Edited by
Wm. Geo. Bruce and Wm. C. Bruce

A BIT OF REPETITION

AMONG the boards of education of American cities there is a constant going and coming of members. This replacement of experienced members with new and inexperienced men and women is of the very essence of representative democracy, and while it causes a loss of the understanding and experience gained by the old, retiring individuals, it also represents a means of preventing the perpetuation of outworn policies and procedures, of breaking up self-perpetuating group controls, of setting up a new situation in place of an undesirable *status quo*.

Every change in school board personnel means that the existing educational conditions, the school services, and even the professional staffs must be justified in the judgment of newly elected citizens who come to the task of board membership with a new enthusiasm, with younger ideas, and with a new willingness to do their jobs for the betterment of education. That this judgment of new members may move forward and upward along constructive lines means that the professional administrators must fully justify their ideas and proposals — sell them if you please — to the new board members. It means too that the school board as a whole must be ready to explain its policies and its methods to the new member. This done, the entire board is ready to move forward again to "study its environment and the local educational needs" and to "assume responsibility for making legislative decisions which will adjust the local educational offerings to the future needs of all the people whom the board represents."

The present postwar period, with its turmoil of social and economic change, will require a fundamental rethinking on the part of school board members of many "of the basic problems of education as they arise in our American communities." Some of these problems will be entirely new and will require wide exploration of theories and methods. They will provide important opportunities to the boards "to render a service which democracy has a right to expect" of its representatives. Education must constantly recall for use certain eternal verities; it must also discover new truths and use new ideals; it must apply new solutions of its problems for the benefit

of society and of the ultimate welfare of the individual. There is a challenge in the new postwar period for the new school board member to be more efficient and more statesmanlike than his predecessor.

WHY NO SCHOOL-BOARD MEMBERS?

THE U. S. Office of Education on April 8-9 organized a Citizens' Federal Committee on Education, consisting of representatives of business, labor, the bar, medicine, the Negro, agriculture, religion, and parent groups. The committee is to consult with commissioner John W. Studebaker concerning federal educational policies.

It would be interesting to know why a school board member was not made a member of the committee. Certainly the school boards represent the citizenship of the respective cities and school districts and include in their membership many men and women of affairs, of outstanding ability; individuals with a deep sense of the importance of working for educational progress during the postwar period. As board members, numbers of these individuals have acquired a perspective of educational affairs that will make their consideration of national educational policies distinctly valuable. The committee needs an outstanding board member in its counsels.

AN ASPECT OF PUBLIC RELATIONS

AN ASPECT of public relations that many school boards and their executives seem to overlook is the development of a substantial group of citizens who are so convincingly informed on school affairs that any essential need of the schools will find relief through the active support of these taxpayers and patrons.

Public relations is much more than mere publicity. Its use is justified only in so far as it helps the schools as a basic social institution to promote the welfare of the individual pupil, of the community, and of the state. Whatever favorable results it may have upon the career of the individual school executive or upon a school board member is largely incidental.

In different communities the development of supporting groups deeply interested in education may take different forms. In the large cities they will be largely unrelated; in smaller centers the nucleus will probably arise in a committee in some civic organization that draws together representatives from business, labor, P.T.A., and professional and other societies. And it

must be remembered that there are always important individuals and institutions that live and act quite independently — the press, older citizens, men in social welfare groups. These deserve careful consideration in every public relations program.

Public relations to be effective, as it must, as an aid to public education, cannot be conducted as sporadic campaigns — it must be as integral a part of the administrative techniques as are the budgeting and accounting programs.

HIGH SCHOOL STUDENTS

THE reduced average academic ability of high school students, which has occurred since the turn of the present century, has been pointed to frequently as the cause of a claimed total reduced efficiency in secondary school education. Back of this reduced ability of a large proportion of students, of course, has been the fact that the high school has lost its selectivity due to its more than a thousandfold increase in enrollment and its rapid approach to the problem of educating *all* the children. Clearly as they understand this situation, high school teachers are looking more deeply for the failures and shortcomings in their own work, and are seeking remedies in more varied types of courses, more efficient methods and procedures, and a higher personal dedication to higher goals.

Not all teachers are convinced that the reduced ability of students need prevent the high school from doing an efficient job. Thus, a teacher writing in *High Points*, the professional journal of the New York high schools, points to a surprising learning capacity which the army found in its trainees and which has significant implications for high schools. He writes:

Probably the most significant fact that emerged from the armed forces' training programs was the *surprising learning capacity and adaptability exhibited by the average trainee*. At least in so far as the acquisition of skills was concerned, the trainees revealed a reserve of ability that seldom comes into play, or is even suspected, while these same individuals are in the secondary schools. To be sure, the powerful motivation, the concentration, and the highly purposive atmosphere of the armed forces' program did much to bring forth the trainee's best effort. Nevertheless, the results of that best effort were impressive indeed.

It should be noted that, like the public education system, the armed forces, too, were called upon to provide universal training. There was, of course, selection of candidates for specialized programs, but every man had to be trained for something. The over-all program was thus one of universal education. For this reason, the new light shed on the potentialities of the average trainee must be considered especially significant for public education.

The writer concludes:

There are, I believe, two lessons to be learned. First, *the successful educational efforts of the armed forces have demonstrated the educability*

of the great masses of our citizens, at least in so far as the special requirements of the armed forces were concerned. This fact provides a basis for a restoration of confidence in the potentialities of the "average" secondary school learner, a confidence which many secondary school educators of today seem to have lost.

The experience of the armed forces seems to point to the need for intensively studying the abilities of the high school student, for developing types of courses and methods which will fit these abilities, for guiding the students aright, and for taking the entire student into account—his spiritual and moral nature, his occupational future, and his intellectual abilities.

ECONOMY BY CONSOLIDATION

THE schools of a number of states in the north central section are continuing to suffer from the small district organization which causes the continuance of uneconomic one-teacher schools and even of districts which have no schools. The movement for forcing or permitting the merger of these educationally unwise and economically wasteful school units is taking different forms in the several states but is steadily gathering force. In Illinois, surveys conducted under the auspices of the school boards themselves are bringing out damaging facts concerning the waste—educational and monetary—and are leaving the school boards few reasons for continuing the maze of elementary and secondary districts, with their largely unknown debts. In Wisconsin, the new laws authorizing the state department of public instruction to close small schools with insufficient taxable property are proving too slow to enable the cleaning up of conditions in the northern counties. In Iowa, a few strong county superintendents are exerting a leadership that is closing uneconomic schools and is even causing the consolidation of small consolidated schools with neighboring districts. In Nebraska, the good work of the state office for compelling the merger of districts is hampered by a variety of causes largely because of distance and economic difficulties.

The great obstacle to the betterment of rural schools in the middle west lies in the office-holding school boards who are unwilling to let go of the small powers they wield and the few dollars they are paid in salary. A further important difficulty arises from the bonded indebtedness and the confusion of outstanding warrants which give the unencumbered districts sound reasons for refusing to vote for consolidations. The methods of choosing county and state school executives along party lines and the absence of high grade state boards of education with strong powers are secondary but real causes of the static rural schools in these states. Bad as it is, the present shortage of teachers is contributing to an awakening in many areas of the need for a complete revamping of the school district organization, for better professional leadership, and for the establishment of those types of secondary and vocational schools, which together with large elementary schools will give all rural areas some measure of equalization of educational opportunity with the urban and the more fortunate farming areas.

President Truman on Postwar Education

Abstract of an address at Fordham University, New York City, May 11, 1946.

I should like in these few minutes to talk especially of the veterans who have enrolled in this university. For I think that there is great significance in the very fact of their being here—and of veterans being in thousands of other universities, colleges, and schools throughout the land.

This nation has a comprehensive program to return its veterans to civil life. The Federal Government, with the co-operation of the states, has provided many things for veterans—medical care, rehabilitation, loans for homes and farms and businesses; it has provided life insurance and soon it will provide adequate housing. All these benefits are given not as a matter of favor but as a matter of right. Veterans must not be penalized for their war service.

Programs of this nature, though less comprehensive, were established for veterans of past wars. But today we find the beginning of a new and important concept—one which is given concrete evidence by the presence of veterans here today. That concept is that the nation must provide for its veterans something more than pensions, something more than insurance, loans, and rehabilitation. For those who wish it, the nation must also provide education.

A Tragic Deficit

An enormous and tragic deficit was accumulated during the war—a deficit in education—as millions of young men and women left behind them their books and their schools and colleges to go to war. Not only gratitude, but our national self-preservation as well, require that this educational deficit be diminished or wiped out. By providing educational benefits for our veterans, the Congress has started us on the way to our goal.

Some doubt was expressed a few years ago as to whether there would be any interest among the veterans in these educational aids. There were those—I call them skeptics or call them men without faith in the youth of our nation—who thought that only a handful of veterans would choose to come back to the quiet halls of learning. These men were wrong. The problem is not in the lack of veterans seeking education. The problem is to provide accommodations for those who seek it. The response of the colleges and schools to this thirst for knowledge of our veterans has been magnificent.

This desire for further schooling which has been evidenced by our veterans—men and women who will be our leaders of tomorrow—is full of healthy promise for the future. And may God give us those leaders, so that we may continue to assume that leadership.

Education's Greatest Challenge

The fact that so many veterans have taken advantage of this educational opportunity increases the heavy responsibility which rests upon our schools and colleges. In preparing our veterans and other young men and women to live in the new atomic age, education faces the greatest challenge in history.

There is profound truth in the first line of the new charter of the United Nations Educational, Scientific, and Cultural Organization. The Charter declares: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

I fear we are too much concerned with material things to remember that our real strength lies in spiritual values. I doubt whether there is in this troubled world today, when nations are divided by jealousy and suspicion, a single problem that could not be solved if approached in the spirit of the Sermon on the Mount.

The new age of atomic energy presses upon us.

What may have been sufficient yesterday is not sufficient today. New and terrible urgencies, new and terrible responsibilities, have been placed upon education.

Ignorance and its handmaidens, prejudice, intolerance, suspicion of our fellow men, breed dictators. And they breed wars. Civilization cannot survive an atomic war. Nothing would be left but a world reduced to rubble. Gone would be man's hope for decency. Gone would be our hope for the greatest age in the history of mankind—an age which you and I know can harness atomic energy for the welfare of man and not for his destruction.

New Fellowship of Man

And so we must look to education in the long run to wipe out that ignorance which threatens catastrophe. Intelligent men do not hate other men because their religion may be different, or because their habits and language may be different, or because their national origin or color may be different. It is the duty of education to bring about that deeper international understanding which is so vital to world peace.

Intelligent Americans do not think that because a man is born outside the boundaries of the United States, he is no concern of ours. They know that in such thinking lie the seeds of dictatorship and tyranny. And they know from sad experience that dictatorship and tyranny are too ruthless to stop at the borders of the United States and conveniently leave us alone. They know what World War II and the atomic bomb have taught them—that we must work and live with all our fellow men if we are to work and live at all. They know that those without economic hope, and those to whom education has been forcibly denied, willingly turn to dictators. They know that in a nation where teachers are free to teach, and young men and women are free to learn, there is a strong bulwark against dictatorship.

That was the last message from President Roosevelt. In a speech which he wrote just before he died, but which he never delivered, he said: "We are faced with the pre-eminent fact that, if civilization is to survive, we must cultivate the science of human relationships—the ability of all peoples, of all kinds, to live and work together, in the same world, at peace."

Until citizens of America and citizens of the other nations of the world learn this "science of human relationships" the atomic bomb will remain a frightful weapon which threatens to destroy all of us.

But there is at least one defense against this bomb. That defense lies in our mastering this science of human relationships. It is the defense of tolerance and of understanding, of intelligence and thoughtfulness.

When we have learned these things, we shall be able to prove that Hiroshima was not the end of civilization, but the beginning of a new and better world.

That is the task which confronts education. The veterans who attend the colleges and schools of today, and the children of the veterans who will go to school tomorrow, have a right to expect that the training offered to them will fulfill that task. It is not an easy task. It is a most difficult one. It is one which places burdens without precedent, upon those who teach and upon those who come to be taught. There must be new inspiration, new meaning, new energies. There must be a rebirth of education if this new and urgent task is to be met.

I know that education will meet that challenge. If our civilization is to survive, it must meet it. All of our educational resources must be pledged to that end. The road is hard but the reward is great. We can and we must make the atomic age an age of peace for the glory of God and the welfare of mankind.

CLEVELAND ADOPTS SINGLE SALARY SCHEDULE

The Cleveland board of education, after two years of discussion, has approved unanimously a single salary schedule for the city's 3150 school teachers, establishing minimum and maximum wages, effective September 1, 1946.

The schedule raised the minimum from \$1,640 to \$1,800, the maximum from \$3,030 to \$3,750 for elementary teachers, and the maximum from \$3,390 to \$3,750 for junior high school teachers. It also incorporated a cost-of-living adjustment.

Approximately 800 teachers, those in the higher paid brackets in the senior high schools, will not benefit.

Board member Charles A. Mooney, who in co-operation with Michael L. Wach, clerk-treasurer, drew it up after scores of conferences with Dr. Charles H. Lake, superintendent, and other officials, said the schedule was primarily designed to bring financial aid to the elementary teachers and to attract new teachers into the system.

Operation of the schedule from September through December, Clerk-Treasurer Wach reported, will cost the board about \$100,000. In 1947 the cost will be approximately \$375,000; ultimately it will reach \$1,500,000 a year.

The cost-of-living adjustment, which is \$200 for those earning less than \$2,000 and \$150 for those making more, has been approved to August 31, after which it will move into the schedule.

The schedule will alter pay limitations which had changed little in the past 25 years.

In a step to get additional funds to help finance the schedule, the board has also voted to ask Governor Frank J. Lausche of Ohio to call an extraordinary session of the state legislature to raise the state per-pupil reimbursement to school systems from \$45 to \$54 in the elementary grades.

DENVER'S ELEMENTARY SCHOOL BUILDING PROGRAM

Supt. Charles E. Greene of Denver has recently outlined for the community a program for rehabilitating the entire elementary school plant so that every child may attend school in a conveniently located, well-built and equipped, and reasonably attractive school. The oldest schoolhouses, erected during the '80's and '90's of the past century, are still structurally sound but so planned that they cannot be adapted to present-day use without wasteful expenditures. At best they will not help progress in education or enthuse the community for their use even though new gymnasiums, auditoriums, clinics, cafeterias, and other facilities have been added for the use of children and of the community.

As outlined by Dr. Greene, the first effort to be made will be the enlargement of crowded schools, particularly in the outskirts where the population has grown. Of the overcrowded schools, four are buildings erected since 1920 in the outskirts and one is in the downtown area. These buildings, which should be modernized as well as enlarged, can be made adequate at a cost of about \$1,000,000. One entirely new 20-room building is needed in one area at a cost of \$300,000.

The second step in the program contemplates the modernization of 12 old buildings which are completely unmodern but which can and should be improved as promptly as possible. Three buildings are hopeless and their enrollments can be transferred to other buildings so that the structures can be razed. Two buildings should be replaced by a single well-located building, and should be abandoned. One very large school, estimated to cost \$1,200,000, should be erected to replace another group of four old buildings. Only three buildings will be improved by a face-lifting procedure to include additions of new gymnasiums, toilets, and special rooms, at a total cost of \$300,000.

The total estimated cost of the elementary program will be \$1,850,000, and will be separate from the repair program.

WISCONSIN SCHOOL BOARDS MEET

The Wisconsin Association of School Boards held its twenty-fifth anniversary conference at Milwaukee, April 26-27, for the discussion of postwar school problems, with special emphasis on needed legislation in Wisconsin. Among the formal papers presented were the address on the economic values of education, under the title of "A Businessman Looks at Education," by L. E. Parmenter, Chicago; a discussion of the "Need for a National Council of School Board Associations," by Robert M. Cole, executive secretary of the National Council of State School Board Associations; a discussion of the "All Student Accident Benefit Plan," by Paul Neverman, executive secretary of the WIAA. Dr. Frank Holt, of the University of Wisconsin, provided on Saturday morning an inspirational discussion of the "Importance of Education in America" and of the consequent importance of the work of boards of education. Geoffrey F. Morgan described the amazing development of air power and discussed the consequent problems growing out of its use for passenger transportation.

The Association discussed at length the current problems of the Wisconsin schools from the standpoint of needed legislation, for the creation of a state board of education, the improvement of the educational situation, and the economical management of school business affairs.

The Association elected as its officers for 1947-48: president, Hugh E. Staffon, Sheboygan; vice-president, Mrs. Maud Johnston, Glenwood City, and W. J. Sleeman, Superior; secretary, Mrs. Letha Bannerman, Wausau; treasurer, C. E. Trevelen, Nekoosa.

FIFTH ANNUAL CONVENTION OF COLORADO SCHOOL BOARDS

The problem of teachers' salaries created the most interest of all subjects discussed at the 1946 convention of the Colorado Association of School Boards, held in Denver on April 11 and 12. Increases of 10 to 15 per cent were reported for next year by most boards represented at the

meeting, with the feeling expressed that further increases would be called for in the future.

The disposal of surplus property to schools was ably represented by Dr. Lloyd K. Garrison of the state office for surplus property for educational institutions. The chairman of a legislative subcommittee on education, the Honorable Leslie R. Steele, discussed school problems from the viewpoint of the legislature. The very serious Colorado problem of tax equalization was given a thorough airing by John R. Seaman, chairman of the state tax commission.

The secretary, Dr. Calvin Grieder, of the University of Colorado, reported an increase in membership of 41 per cent over last year. The Association now has 214 member boards, who represent more than 85 per cent of the school children of the state. Officers for 1946-47 are as follows: president, Waldo Riffenburgh, Fort Collins; past president, J. H. Macdonald, La Junta; regional vice-presidents: A. M. Emigh, Durango; W. W. Warner, Delta; C. H. Craig, Manzanola; Mrs. Lorna Erwin, Hayden; John E. Olson, Arvada; H. C. Hickman, Boulder; John Allnut, Greeley; secretary-treasurer, Calvin Grieder, Boulder.

The convention adopted a resolution setting forth five main tasks for the coming year: (1) to contribute to the solution of obtaining increased state aid for providing adequate educational opportunities throughout the state; (2) to assist in the thoroughgoing reorganization of school districts; (3) to assist in planning and promoting a reorganization of the state education department; (4) to work toward agreement upon a policy of federal aid for equalization, while safeguarding the state school system from federal domination; (5) to work for a sound distribution of withheld school funds now in the general state fund, while avoiding any distribution which would cripple the present school finance structure.

The Association also voted to make a state-wide study of teachers' salaries and to support legislation for a state-wide reappraisal and equalization of property values. A handbook for Colorado school boards was set up as a goal to attain in 1947.



Officers and speakers of the Colorado State School Board Association at the annual banquet. Left to right: Calvin Grieder, Boulder, secretary-treasurer; W. W. Warner, regional vice-president, Delta; J. H. Macdonald, La Junta, retiring president; Dean Paul Roberts, Denver, guest speaker; Waldo Riffenburgh, Fort Collins, incoming president; Mrs. Waldo Riffenburgh.

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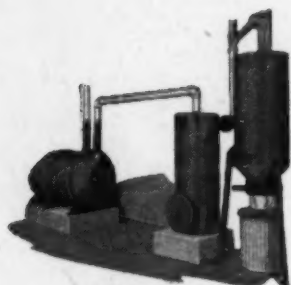
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School Building News

BUILDING PROGRAM SUGGESTED

The Iberville, La., parish school board has accepted a preliminary survey recommending a school building program to cost \$1,304,500 and to provide a county-wide rehabilitation of the school plant. The assessed valuation of Iberville parish (county) is \$10,930,732 and there are outstanding school bonds in the amount of \$206,000. If its parish were organized as a single school building district and the indebtedness were assumed by the parish, an issue of \$875,000 in bonds would be possible to meet the present building needs. The proposed remodeling and new construction would provide adequate buildings in each natural attendance area including a

new \$175,000 high school for whites at St. Gabriel and a new \$165,000 high school for Negroes at Dorseyville. The survey committee was headed by C. E. Laborde, state supervisor of school plants and transportation for the Louisiana state department of education.

LAKEWOOD PROPOSES NEW SCHOOL-BUILDING PROGRAM

The board of education of Lakewood, Ohio, has begun plans for a school-building and rehabilitation program, to cost approximately \$800,000. The board has prepared and carried out a publicity program preliminary to the new bond issue campaign calling for \$1,900,000 at the hands of the voters. Following the approval of the bond issue by the voters, the board will immediately take steps for the sale of 20-year bonds during the next six-month period. The

board is also planning a capital outlay expenditure for three elementary gymnasiums, a primary school, and a gymnasium-community building for the senior high school.

GRAVITY VENTILATION PERMITTED

Forced ventilation is no longer required in the school construction standards adopted by the New York State Board of Regents and described in an official bulletin to the schools issued by the state department of education.

Under the new flexible standards now in effect, a properly designed system of ventilation with window supply of air and gravity exhaust will be given favorable consideration by the division of school buildings and grounds, of the state department of education.

The old regulations provided for an introduction of fresh air into the classrooms at the rate of 30 cubic feet per minute per pupil. The new regulations provide a standard of 10 cubic feet and suggest a ventilating system design of 15.

The consultants, who prepared the committee's report from which the new regulations were drawn, were Dr. C. E. A. Winslow, professor of public health and director of the John B. Pierce Laboratory of Hygiene, Yale School of Medicine, and Philip E. Nelbach, assistant professor, department of public health, Yale School of Medicine. (An account of the principles underlying the report appeared in the JOURNAL for January, 1946).

SCHOOL BUILDING NEWS

► Atlanta, Ga. The board of education has considered major changes to be effected in the city schools, to include the elimination of junior high schools and the expenditure of nearly \$10,000,000 for new school buildings and equipment. The program will include the establishment of seven elementary grades and five high school grades in both white and colored schools. A special committee of teachers will be set up to study the curricular of the city and county schools, with the idea of making the courses of study parallel in all three systems.

► Chicago, Ill. The board of education has proposed the setting up of a new school-building program and the expending of \$30,202,000 for new schools. Under the program, it is planned to revamp the entire system, with the elementary schools extending from the kindergarten through the sixth grade, the high schools through the seventh and eighth grades and the first two years of high school, and junior colleges to take in the last two years of high school and the first two years of college.

► Sedalia, Mo. The board of education has submitted to the voters a proposed school-bond issue of \$800,000. The proceeds of the bond issue would be used in providing new school buildings to replace the present unsafe and insanitary structures.

► The Cleveland school system's eight-tenths-of-a-mill levy passed overwhelmingly at the May 7 election, 3584 to 639, assuring a six-year building and site program of \$6,360,000. The largest item in the new program, from the standpoint of cost, is a \$2,500,000 Cleveland Trade School to replace the one now operating under make-shift conditions in a small and obsolete former elementary school in the down town area.

Other items, all regarded as highly essential by school officials, include a \$1,000,000 new junior high school to replace Brownell and Central High Schools, both more than 70 years old; an aviation hangar for East Technical High School; a new Charles W. Eliot Junior High for 1000 pupils to be erected at a cost of \$1,100,000 to serve the growing Beehive, Gracemount, and Moses Cleaveland areas; and a score of other improvements, repairs, additions, and replacements. The levy, which will produce \$1,060,000 yearly, will be substituted for the .5 mill levy which expires this year.

► In Strongsville a \$25,000 bond issue was approved by the voters at the May 7 election. Revenue is to be used to provide equipment and repairs to existing buildings.

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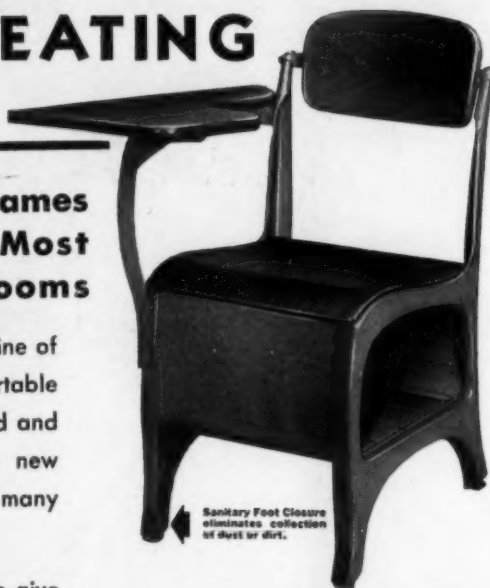


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School Finance and Taxation

PORTLAND FACES SERIOUS SITUATION

The financial situation of the Portland, Ore., schools for the coming school year is in a critical state. The possible curtailment of federal funds and the fact that the people coming to this community for war work have not departed leaves the district facing a financial deficit. Laws regulating school elections have been found by the supreme court of the state to prohibit the district from calling for an election to levy extra money for school operation. The governor of the state has refused to call a special session to relieve this matter. Unless some other source of income is found, Portland schools will have to operate with a reduced program for the next school year. Class loads will be increased and many school activities eliminated.

FINANCE AND TAXATION

► New York, N. Y. A special capital budget appropriation of \$50,000,000 to finance a program of modernization and rehabilitation among the city's 800 school buildings is being sought by the board of education. This is in addition to the board's annual request for funds for new school construction.

The \$50,000,000 capital budget request is based on a study made by the school authorities, which showed that major improvements are required in more than 250 schools built between 1900 and 1920. It is believed that new schools to be built under the postwar construction program will emphasize the deficiencies of the older buildings.

► Kansas City, Mo. A citizens' committee has recommended that the school board resubmit the 3-mill school tax levy to a vote of the citizens. The new tax levy was recommended as a means of obtaining funds for a proposed 40-week school year and \$600 salary increases for teachers. The

recommendation followed a two weeks' study of school finances by the citizens' committee.

► Joplin, Mo. Forty thousand dollars, payment of the 1946 interest and principal on the \$650,000 school-bond issue, has been voted paid to the holders of the bonds by the board of education. Of the \$650,000 bond issue, voted in 1930, and a \$100,000 bond issue voted in 1938, the payment of this year's interest and principal leaves only \$278,000 indebtedness outstanding. The \$100,000 issue of 1938 will be paid completely in 1948. The retirement of the \$650,000 issue will be completed in 1940.

► Houston, Tex. The school board has prepared a budget for 1946-47 calling for \$8,581,482, which is an increase of \$325,652 over the 1945 budget. Most of the increase is due to teachers' salaries, which call for an increase of \$264,683. According to H. L. Mills, school business manager, the anticipated revenue for the budget will exceed the estimated expenditures by \$500.

► Dilley, Tex. The school board has adopted a resolution to refinance the bonds owned by the state of Texas and now outstanding on the school district. The new bonds will be at a much lower rate of interest and the bonds will be redeemed much sooner. A saving of approximately \$20,000 will be effected and the board has the option of redeeming the bonds before maturity.

► Fulton, Mo. A five-cent increase in school taxes has been approved by the board of education. This added tax will be put in a sinking fund, making the total school taxes \$1.35 on each \$100 of assessed valuation.

► Holyoke, Mass. The school board has suspended the operation of school cafeterias and preschool care centers for the balance of the school year. The action was taken because of the number of unpaid bills which had accumulated due to the dispute between the mayor and the board of aldermen regarding an item of \$100,000 which the mayor had ordered stricken from the budget.

► The appropriations committee of the Missouri House of Representatives recently approved an allotment of \$3,225,000 for the state board of education and the schools over which it has direct control. The amount is exclusive of the \$23,000,000 which will go to Missouri's schools as their one third share of the state's expected \$70,000,000 revenue in the fiscal year beginning July 1. The bill also provides \$2,201,500 to be used for vocational education exclusive of on-the-job training for veterans.

► An 83 per cent majority vote was given a \$70,000 bond issue in the May 7 election in Bay Village, Ohio. The issue tallied 579 affirmative votes and 119 negative ballots. The money will be used for landscaping and equipping the community's new Glenview Elementary School.

► The citizens of McAlester, Okla., have approved a bond issue of \$200,000, for the construction of a new school building. The building will include a gymnasium, with bleachers; a music department with 4 small practice rooms for practice; a vocational home-economics department, with a small library; and offices for the superintendent, the board, and other school officials.

► Great Bend, Kans. The voters of the school district have approved a proposal for a school-bond issue of \$667,400 for the construction of a high school building and additions to three grade schools. The board has employed the architectural firm of Lorentz Schmidt, of Wichita, Kans., to prepare plans and specifications for the buildings.

Tax Collections

According to a recent compilation by the Tax Institute, New York City, the total tax collections in the United States, not including pay-roll taxes, amounted to \$1,432,000,000 in 1945. Of this total, the Federal Government collected \$42,477,000,000. It is estimated that school districts collected \$1,080,000,000.

Of the total tax income of 1945, 69.8 per cent was derived from corporation and individual income taxes. Property taxes accounted for 8.85 per cent. The balance of taxes were derived from beverages, gasoline, sales, motor vehicles, customs, inheritance, and other taxes.

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There is certainly no need to tell you how National stands in the business machine field. We merely want to suggest the importance to your students of receiving the best possible training on the office machines in widest use—both today *and* tomorrow.

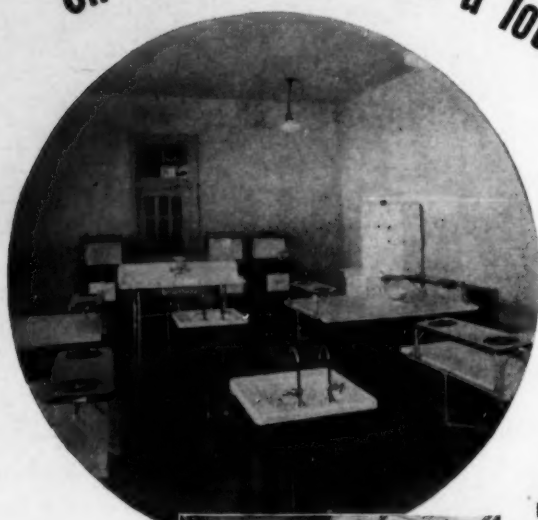
National machines and systems are to be found in every type of business and industrial accounting. Their simplicity of operation and efficiency in saving time and money make them the mainstays in offices everywhere, regardless of the size or nature of the business.

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Your local National representative would like very much to discuss this with you. You'll find him listed in your telephone directory. Or write, The National Cash Register Company, Dayton 9, Ohio. Offices in principal cities.



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School Board News

► Janesville, Wis. The board has voted to co-operate in a city-wide program of recreation. P. A. Dawson has been appointed director of recreation and physical education. The board also voted to increase the fire insurance, on the basis of an appraisal by the firm of Strauss, Lukes, Zahn Company, from \$1,166,200 to \$1,349,900 on buildings, and from \$127,100 to \$143,900 on contents.

► Springfield, Ill. The three-day strike at the Feitshans High School has ended, with the return of students to their classrooms. During the demonstration, the student strikers paraded to the board offices where they presented a list of grievances, including too rigid restrictions, in-

sufficient athletic equipment, and not enough student government.

► Decatur, Ill. A suit has been started in the Adams Circuit Court, against the city school board, for \$2,500 as a result of the death of a high school student in March, 1944, following injuries received in the school gymnasium. In the suit the plaintiff charged that the school board negligently and without cause permitted the game to be played on a crowded floor and that the game was dangerous to students because of the number playing.

► Dedham, Mass. The school board has passed a new rule, prohibiting the employment of near relatives of school officials to positions in the school department.

► Columbus, Ga. The school board has made arrangements for a summer school, offering graduate and undergraduate credits to teachers.

The summer school will be conducted during the month of June.

► Marcellus, Mich. The school board, through the co-operation of the state department of education, has begun a study of the possibilities of the reorganization of the public schools into a larger school district. The state department has proposed that the entire school unit in the area of Marcellus be established as a rural agricultural school.

► Hartland, Wis. The school board has employed Dr. John Guy Fowlkes, of Madison, as director of a proposed survey of the Hartland and Lakeside schools. Statistics will be collected on school enrollment and distribution, assessed valuation, and equalized valuations of property of the two districts, as well as trends in real estate activity, zoning, and home-ownerships.

► Osceola, Neb. The school board has announced the establishment of a scholarship by J. W. Buchta, as a memorial to his parents, Mr. and Mrs. John Buchta. The scholarship of \$100 is to be awarded each year to a member of the graduating class of the high school. The recipient will be chosen by a vote of the faculty.

► Palmyra, Mo. The school board has increased the tuition rate for nonresident high school pupils from \$75 to \$95 per term, and the rate for nonresident grade pupils from \$45 to \$60 per term.

► Willow Springs, Mo. The voters have approved a 20 cent tax levy for the incidental fund for operating the public schools. The new levy is in addition to the \$1 per \$100 valuation, already in effect.

► Bartlesville, Okla. The school board has approved a ten-point school athletic program, prepared by the athletic director and the athletic committee of the Chamber of Commerce. The board has appointed one of its members to serve in the capacity of a liaison representative between the board and various civic organizations of the community.

► The Coweta County, Ga., board of education has voted to levy a 15 mills county school tax applicable to all sections of the county outside the city limits of Newman.

► Ann Arbor, Mich. The school board has voted to accept a University gift of 34 additional acres in Eber White Woods, making the school district the owner of all the woods. The board plans to use the 34 acres in the new gift for parks and other public purposes, and contemplates the erection of an elementary school on the eight acres of Eber White received from the University a few months ago.

► Strathmore, Mich. The board of education had made application with the Federal Communications Commission for an FM radio station. The action followed experimental work done for some time through the commercial stations in Detroit, where broadcasts are done by organizations in the high school system.

► Des Moines, Iowa. The school board has passed a new rule, allowing tuition pupils to be accepted in developmental and junior high school special groups which have limited enrollments and no resident pupils on the waiting list.

► Beloit, Wis. The schools have obtained a substantial amount of army surplus machine tools and equipment for their industrial arts facilities, at very low cost. The material was obtained with funds made available last year in anticipation of the opportunity. Several thousand dollars' worth of equipment has been obtained for about 2 per cent of the original value.

► Williamsburg, Ky. The school board has approved plans for a year-round recreational program, under a trained, full-time director. All recreation activities will be co-ordinated with the schools' program of physical education, and the director must meet the recognized standards. A budget of \$4,000 has been set up to carry on the program for the first year.

► Decatur, Ill. The board of education has voted to provide its share of funds for the housing survey in Decatur. The amount will be between \$1,500 and \$2,500.

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maintenance costs. Bendix-Westinghouse is the oldest, most experienced, and most progressive manufacturer of Air Brakes. It is a simple and inexpensive matter to modernize your present equipment—or your Bendix-Westinghouse Distributor will assist you in specifying Air Brakes on new vehicles. Remember—the best brake is AIR—and the best Air Brake is Bendix-Westinghouse!

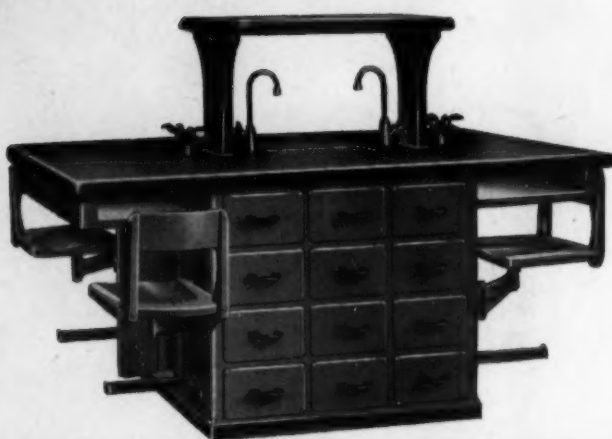
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School Law

School District Government

An Indiana statute authorizing the township trustees to increase the salary of the county superintendent of schools to an amount which in the judgment of a majority of the trustees may seem proper means that the trustees should fix a salary which is reasonable, and hence a statute is not unconstitutional as delegating discretionary duties to administrative officers without imposing reasonable standards under which such discretion is to be exercised. Burns' annotated statutes of Ind., §§ 49-1014. — *Benton County Council of Benton County v. State ex rel. Sparks*, 65 Northeastern reporter 2d 116, Ind.

School District Property

Where a majority of the school district board of directors were unaware of one director's unauthorized contract to purchase school supplies and of the district's use of property purchased

for several months and immediately repudiated contract when facts were ascertained, the contract was not ratified by such use. — *Beckley-Cardy Co. v. West Point Special School Dist. No. 3 of White County*, 192 Southwestern reporter 2d 540, Ark.

Teachers

A city board of education has jurisdiction to hear and determine charges of gross inefficiency and other causes for the termination of a teacher's continuing contract, regardless of whether her disqualifications existed and were challenged before the effective date of the teachers' tenure act. Ohio general code, §§ 4842-12, 7690-1, 7701, 7708. — *Fowler v. Young*, 65 Northeastern reporter 2d 399, 77 Ohio App. 20.

Teachers and Administration

ANTICIPATE FOUR-YEAR TEACHER SHORTAGE

Dr. Henry Klonower, of the state department of education of Pennsylvania, in a recent statement, has declared that it will be at least another four or five years before the shortage of classroom teachers will be eliminated. Dr. Klonower finds that not as many teacher veterans as anticipated have returned to the classrooms. A factor complicating the picture is that married women teachers are rejoining their husbands released from the armed forces and are giving up teaching. Many wartime certificated teachers will leave their jobs unless they receive urgent solicitation to remain in their positions.

Dr. Klonower points out that the shortage is universal throughout the country but that the scarcity is especially severe in science, industrial arts, health, and physical education fields.

TEACHERS AND ADMINISTRATION

► Milwaukee, Wis. The board of school directors has ordered that teachers who attend the Wisconsin Teachers' Association convention on November 7 and 8, 1946, shall be paid as in previous years. Members of the Wisconsin Federation of Teachers (A.F.L.) will also be paid, provided they attend the morning (general) sessions of the Association.

► Springfield, Mass. The school board has approved a fourth temporary cost-of-living wage adjustment for teachers and civil service employees for the 1946-47 school year. The increase amounts to \$2 per week for all paid a salary, except part-time employees who will receive an additional five cents an hour. Substitute teachers, employed on a weekly basis, will be paid a \$2 increase, while those employed on a daily basis will receive an adjustment of 40 cents a day.

► New Bedford, Mass. The school board in action taken recently, has refused to rescind a recent vote, authorizing a \$200 pay increase for school employees. The mayor had asked that the increase be made a cost-of-living adjustment for the year 1946-47.

► Stevens Point, Wis. The school board has approved a recommendation of the professional committee that the cost-of-living bonus be increased to \$20, beginning September, 1946, and that an additional lump sum of \$50 be paid beginning with October, 1946.

► Janesville, Wis. The school board has approved changes in the salary schedule, providing substantial increases for all teachers and a permanent cost-of-living adjustment. The revised schedule provides increases in all steps, beginning with the initial salaries, as follows: two-year preparation, \$100; three-year, \$125; four and five-year, \$150. Increments of \$50 are added for those with three years' preparation and two increments of \$50 for those with four and five years' preparation. The former \$400 cost-of-living adjustment has become a part of the basic schedule.

► Upper Sandusky, Ohio. One of the major projects of the school board has been the payment of more adequate salaries.

New Books

Status and Practices of Boards of Education

N.E.A. Research Bulletin, April, 1946. Price, 25 cents. National Education Association, Washington 6, D. C.

This study provides a factual picture of boards of education in the United States as of 1945 and contains a vast fund of information on six main aspects of boards as the representative democratic controls of local schools: (1) public control of public schools; (2) the size and character of the membership of boards of education; (3) the methods of selecting members, their terms, and compensation; (4) the size and organization of boards and their use of committees; (5) school board meetings; (6) features of school board strength and weakness for efficient school administration. The data for the study were supplied by the superintendents of schools and with the exception of one section devoted to opinions on the points of strength or weakness of boards are purely factual.

All in all the picture is gratifying. If a reviewer may generalize, it can be said that school board members are representative of the best elements in their communities; that most boards are superior or at least satisfactory in their control and management of education; that the methods of special and routine management of school business—as for example committee activity, non-partisan action, recognition of the professional status of the superintendent, open meetings, and similar good practices—are becoming steadily more acceptable and efficient.

The study deserves the close scrutiny of every board. It would be valuable, in fact, if every board assigned to its superintendent the task of making an analysis of local practice and compared the best situation with local conditions.

Canada and Her Northern Neighbors

By Frances Carpenter, F.R.G.S. Cloth, 438 pp., \$1.40. American Book Co., New York, N. Y.

This social science reader provides an astonishingly complete account of Canada and her neighboring British lands. An imaginary airplane flight tells the story of the general geographic, and historic facts. Then follow detailed accounts of each of the provinces and territories and close by lands which allow the reader to gain an adequate understanding of economic and social conditions and to get acquainted with Canadians as people—most interesting, democratic, and quite different in many respects from the people of the United States. At the end of each unit in the book a factual summary provides information on location, size, climate, population and other significant details that in any other form would become tiresome and overextend the length of the book which is rather longer than most works of its kind. The photographic illustrations which are numerous and significant are supplemented by 23 maps and 18 graphs.

The Day Before Yesterday in America

By A. O. Bowden, Carmen Gonzalez de Porter, Prudence Cutright, and W. W. Charters. Cloth, 283 pp., \$1.44. The Macmillan Co., New York, N. Y.

This book describes in brief chapters the ways of living of North American and South American Indians before the coming of the white man. The authors, two of whom are anthropologists and two practical schoolmen, make clear that the culture of some of the Central and South American nations was distinctly higher than that of our plains and forest Indians.

Physical Education for Elementary Schools

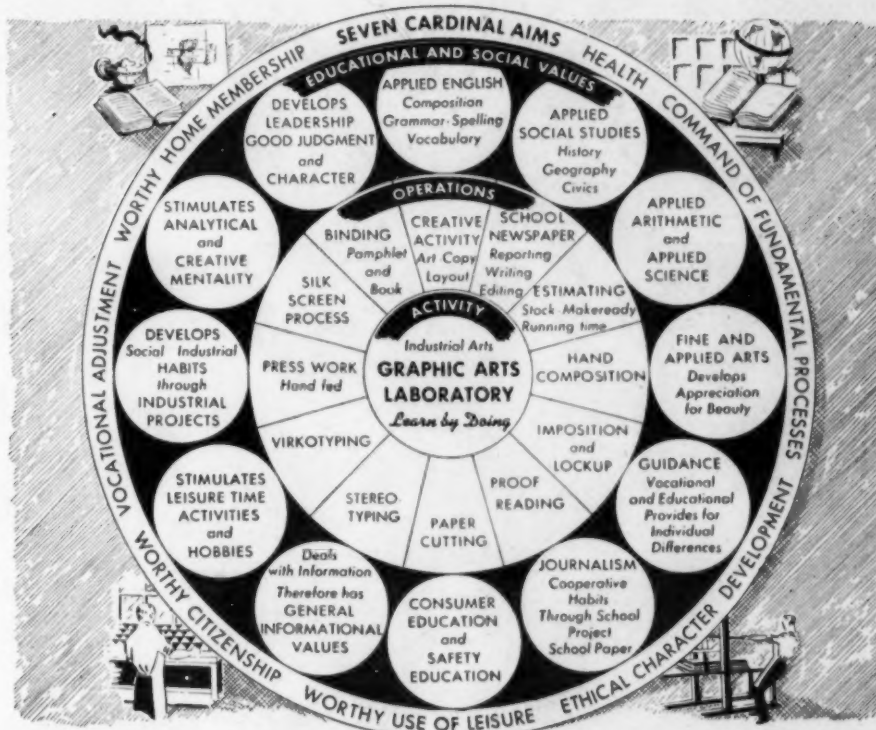
By Mary L. Curtiss and Adelaide B. Curtiss. Cloth, 286 pages. Price, \$2.75. Bruce Publishing Company, Milwaukee, Wis.

Practical experience and wide observation of successful programs of physical education in grades I to VIII are the basis of this book, addressed chiefly to teachers and supervisors who must develop the activities for their classes and carry on with limited facilities. The work emphasizes the development of healthy, vigorous bodies and good habits in all ordinary child situations. The activities required are vigorous games and plays, some calisthenics and drills, and free movement. There is plenty evidence that the entire work is a challenge to the interest and achievement of the advancing age and maturity of each grade group. Music for accompaniment, complete lists of recorded music, and lists of additional sources of drills and games are included.

Letter Writing in Business

By W. H. Conant. Cloth, 332 pp., \$2. The Gregg Publishing Co., New York 16, N. Y.

This practical manual is intended to help the mature student master the mechanics of letter writing at the outset of his study and then to devote himself to those practical principles and fine points which together achieve results in business correspondence. In applying the case method the book analyzes some three hundred



The Seven Cardinal Aims of Secondary Education as attained through the Graphic Arts Laboratory

This chart appears in a booklet, "Graphic Arts . . . The Foundation of a Liberal Education," containing the philosophy and objectives of the graphic arts activity on the industrial arts level. Write for your copy of this interesting 16-page booklet. It is free.

- The graphic arts activity in junior and senior high schools is the ideal medium through which creative interest and vitality is given to the entire school program. No other activity is so rich in general educational and social values.
- Those interested in vocational guidance should also write for a copy of "Facts about the Printing Industry for Schools" with 10-page Guidance Addendum. This, too, is sent on request.

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actual letters—good, bad, and indifferent—and shows how each can be made a superior means of getting favorable action from its recipient. Ten chapters present general elements; ten chapters discuss specific types of letters. An index would help the average user of the book.

Learning to Read Series

By Nila B. Smith. Bill and Susan, Primer 1; Under the Tree, Primer 2; Through the Gate, Primer; Down the Road, First Reader; In New Places, Second Reader; Workbooks and Teacher's Manual. Silver, Burdett & Co., New York, N. Y.

This series of primary readers is a basic reading program carefully prepared by a professor of education at the University of Southern California. Interesting stories, profusely and charmingly illustrated in colors, will make reading a pleasurable experience for the young students.

A Guide to Colleges, Universities, and Professional Schools in the United States

Compiled and edited by Carter V. Good. Cloth, 700

pages. Price, \$5. Published by the American Council on Education, Washington, D. C.

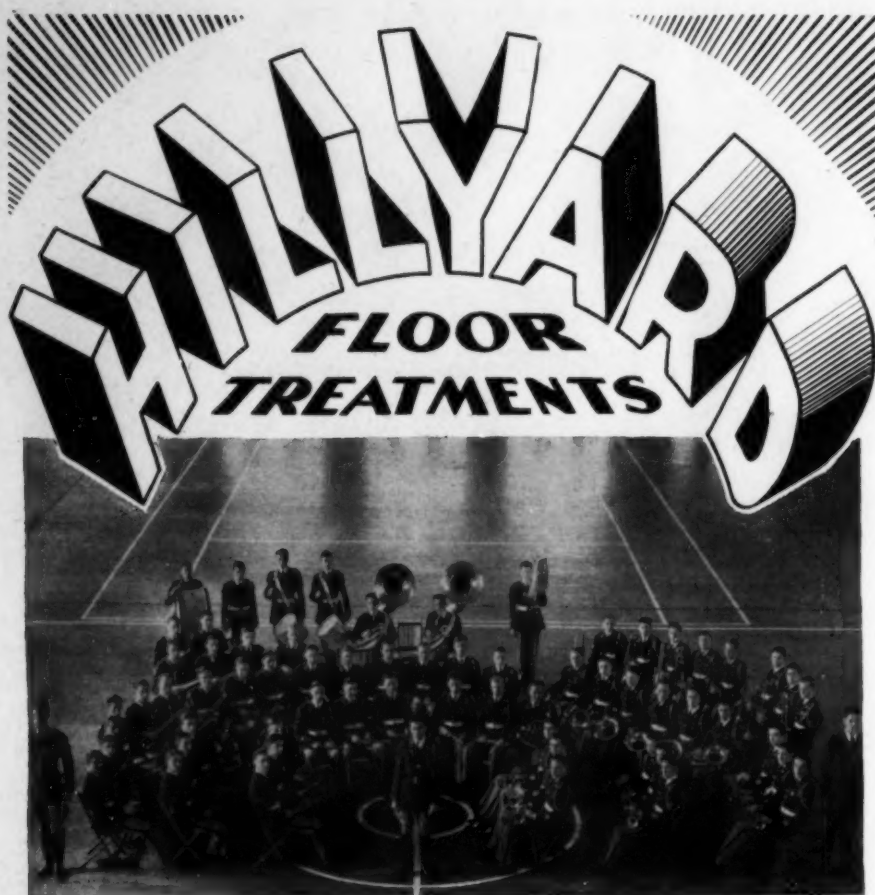
This comprehensive guide is divided into three parts. Part I, which includes four-year liberal arts colleges, and teacher-training institutions, provides accurate data concerning the type of institution, the calendar, the admission and standing of veterans, special courses for veterans, the curriculums and programs, costs, health service, housing arrangements, vocational advice, recreation, etc. Part II provides similar information concerning the professional schools in colleges and universities; and Part III includes data on extension divisions of college graduate institutions.

The book makes valuable again as of 1945, the widely useful handbooks issued in 1940.

From Sea to Sea

By Nila Banton Smith. Cloth, 319 pages. Silver, Burdett & Company, New York, N. Y.

A basic reader for the third grade. Devoted almost entirely to outdoor life, and exceptionally well illustrated in full color.



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Personal News

- STANLEY BECKMAN has been elected superintendent at Dolliver, Iowa, to succeed C. M. Todd.
- JOHN SCHMIDT succeeds E. A. Holland as superintendent at Ringsted, Iowa.
- J. D. COONLEY, formerly superintendent at Scotia, has succeeded E. D. Clason at Genoa, Iowa.
- R. MCINTYRE, of Irene, S. Dak., has been elected superintendent at Tripp, S. Dak.
- ROYAL C. CRAWLEY, of Wakefield, Neb., has been elected superintendent at Tyndall, S. Dak.
- SUPT. L. K. SHADER, of Guernsey, Wyo., has resigned.
- SUPT. SAMUEL J. WASSOM, of Lenox, Iowa, has signed a three-year contract.
- SUPT. GERALD C. BRYAN, of Glenwood, Iowa, has been re-elected.
- JOSEPH KENNEDY has succeeded G. L. Sanders as superintendent at Gruver, Iowa.

► State Commissioner of Education Edgar Fuller, of New Hampshire, has announced the appointment of Miss GERTRUDE M. LEWIS as state director of Elementary School Services, with offices at Concord, and DR. HOWARD R. JONES as president of the Plymouth State Teachers College at Plymouth, N. H.

► A testimonial pageant and reception were tendered on May 29, by the Baltimore public schools, to SUPT. DAVID E. WEGLEIN, who is retiring after fifty years' service.

► By a vote of 5 to 3, the Freeport, Ill., school board has elected as superintendent, JAMES D. McCONNELL, 38, of Lansing, Mich. He is to succeed B. F. Shafer, who declined the board's request for a resignation and against whom an ouster suit is pending. Mr. Shafer maintains that he holds permanent tenure under the Illinois school law.

► G. TYLER MILLER, superintendent of schools at Charlottesville, Va., has been appointed state superintendent of public instruction for Virginia. He succeeds Dr. Dabney S. Lancaster whose term expired.

► MELVIN G. ROACH, of McIntosh, Neb., has accepted the superintendency at Blunt.

► DR. DABNEY S. LANCASTER, formerly state superintendent of public instruction at Richmond, Va., has resigned to accept the presidency of the State Teachers College, at Farmville, Va.

► TERRENCE A. KLECKNER, of Bremen, Ind., has accepted the superintendency at Greencastle.

► P. T. JOHNSON, of Barneston, Neb., has been elected superintendent at Oakland.

► NORMAN YOUNGQUIST, of Lexington, Neb., has accepted the superintendency at Loomis.

► CHARLES S. WISEHEART, of Pendleton, Ind., has been elected superintendent at Middlebury, to succeed G. S. Bushong.

► SUPT. GAYLE N. HUFFORD, of Joliet, Ill., has been re-elected with a substantial increase in salary.

► SUPT. H. J. BECKEMEYER, of Hillsboro, Ill., has been re-elected for another year.

► The board of education at Allentown, Pa., has created a new position known as assistant to the superintendent in charge of planning and instruction. Dr. J. CHESTER SWANSON, formerly director of research, has been appointed to the position. DR. JAMES W. RICHARDSON, formerly a high school principal, has been appointed director of research, to succeed Dr. Swanson. Dr. Swanson's work will be to supervise and co-ordinate a \$4,000,000 building program now being planned by the board.

► WILLIAM SLADE, JR., superintendent of Shaker Heights, Ohio, schools, has been reappointed for four years by the board of education. Following the departure of Arthur K. Loomis, former superintendent, Mr. Slade joined the system in September, 1944. He came from Glendale, Ohio.

► The Cleveland board of education has appointed E. C. ROSE, assistant principal of John Marshall High School, as acting principal to succeed the late Benjamin R. Eggeman.

► FRED BATES, president of the school board at Liberty, Mo., has been named as a director of the Missouri State Association of School Boards.

► The school board at Centralia, Mo., has reorganized with G. H. MILLER as president, and BRENT MAYES as vice-president.

► The school board at Sheboygan, Wis., has reorganized with G. B. FESSLER as president, and AUGUST DEKARKE as vice-president.

► MAXIMILIAN MOSS, attorney and resident of Brooklyn, has been appointed a member of the New York City board of education to succeed Miss Mary Dillon. Mr. Moss has been prominent in Jewish philanthropies in Brooklyn and received the 1945 Gold Medal of Merit from the Men's League of Brooklyn for outstanding community service. He is a trustee of various charitable institutions and has served as a member of the Committee of Nine on Released Time (for religious education) in the Public Schools.

► ANDREW G. CLAUSON, of Staten Island, has been elected president of the New York City board of education to succeed Miss Mary Dillon whose term expired on May 9.

► The Thornton Fractional Township high school board, in Calumet City, Ill., has reorganized with the re-election of ALBERT W. WAHLGREN as president, and ANDREW F. KLEIN as secretary. The other members of the five-men board are ED. KUHLMAN, PETE GINDL, and JOE PREISSIG.

► The board of education at Sea Cliff, N. Y., has reorganized with the re-election of LESTER B. COOKE as president, and MRS. REED R. SMITH as secretary. LESTER B. COOKE and ARTHUR F. BARNES were re-elected to serve new three-year terms as members. HAROLD A. LANGE and GEORGE B. HOADLEY are the other members.

► J. DALE COONLEY, superintendent of the Scotia, Neb., consolidated schools since 1942, has resigned in order to become head of the Genoa high school.

► SUPT. E. D. JARVIS, of Perrysburg, Ohio, has been re-elected for a new five-year term, at a substantial increase in salary. Supt. Jarvis has completed 11 years' service in the school's.

CONVENTION CALENDAR

July 1-6. National Education Association at Buffalo, N. Y. Willard E. Givens, secretary, 1201 16th St., N.W., Washington 6, D. C. Headquarters, Statler Hotel. Exhibits in charge of F. L. Schlagle, Supt. of Schools, Kansas City 16, Kans.

July 6. Educational Press Association of America at Buffalo, N. Y. William D. Boutwell, secretary, 220 W. 42nd St., New York 17, N. Y. Headquarters, Hotel Statler.

July 23-25. American Teachers Association at Durham, N. C. Dr. H. Council Trenholm, secretary, P. O. Box 271, Montgomery 1, Ala. Headquarters, No. Carolina Coll. for Negroes. Exhibits in charge of Dean Albert L. Turner.

August 5-7. National Association of Visual Education Dealers at Chicago, Ill. Don White, executive secretary, 431 S. Dearborn St., Chicago 3, Ill. Headquarters, Continental Hotel. Exhibits.

August 21-28. Air Age Education Research Congress at New York, N. Y. Dr. N. L. Engelhardt, Jr., Director, 100 East 42nd St., New York 17, N. Y.

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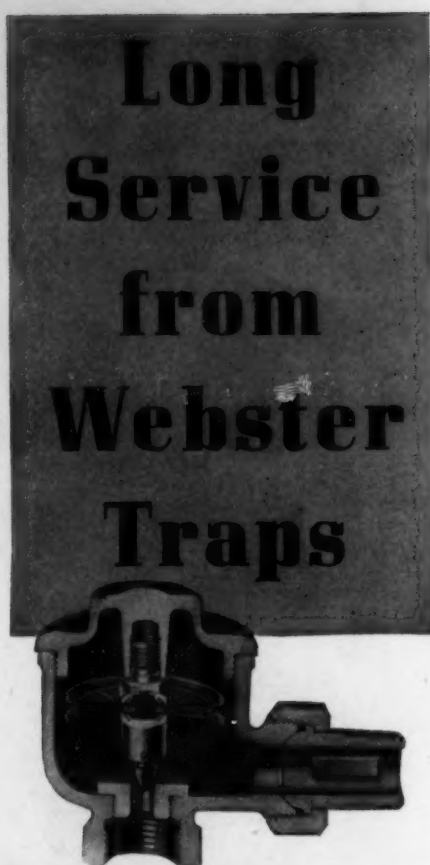
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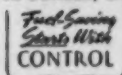
In the office building of Chase Brass & Copper Co., Webster Radiator Traps gave 26 years of satisfactory service before long wear made interior replacements necessary. Webster Thermostatic Radiator Traps give extra years of service—design, quality materials, precision manufacture and careful inspection are the “reasons why”. There’s no waste of “live” steam because Webster Traps hold steam in the radiator until it has given up all of its useful heat. There is quick, continuous and complete discharge of air and condensation.

If your radiator traps need replacement, consult the nearest Webster Representative, or write us direct.



Office building of the Chase Brass & Copper Company, Waterbury, Conn.

WARREN WEBSTER & CO., Camden, N. J. Pioneers of the Vacuum System of Steam Heating Representatives in principal cities: Est. 1888 In Canada, Darling Brothers, Limited, Montreal



AUTOMATIC
Webster
Heating Systems

School Administration in Action

A BASIS FOR WRITING SPECIFICATIONS

The Association of School Business Officials, through its Committee on Simplified Specifications, has recently begun the preparation of an extensive series of information sheets to be used by school business executives in the establishment of minimum standards and the preparation of specifications for the purchase of school furniture, supplies, and equipment. The sheets are based on a widely used and successful type of lesson material used in vocational education. The statements include practical data only, and avoid so far as possible the use of technical language. In the entire writing, the committee has assumed that the vast majority of the users of the sheets will have familiarity with the use and general character of several articles to be bought and will not be equipped to use laboratory methods of analysis.

The following data on writing paper will illustrate the general character of the sheets which the association is developing and hopes to make a part of the working tools of every school purchasing officer:

WRITING PAPER, RULED AND UNRULED, SCHOOL GRADE

Uses

Theme or composition, penmanship, science, type-writing practice, etc., and general writing purposes for pen and ink and pencil, both ruled and unruled.

Desirable Characteristics

1. Finished smooth to take writing with fine-pointed pen when single sheet is written on desk top.
2. Good white color.
3. Rulings distinct in color and uniform.
4. Should take pen and ink writing two sides, without “feathering.”

5. Good opacity. Writing on one side of sheet should not show through the paper when laying flat on the desk to the extent that it conflicts with reverse side writing and legibility.

Composition

Medium grades for pen and ink use are usually made from chemical wood pulps, mostly sulphite. Low grades generally contain large percentages of ground wood pulp. Some of these papers may be satisfactory for pen and ink work, depending upon their manufacturing process. In case ground wood content is acceptable, it is best not to refer to the pulp content in the specifications, unless laboratory analysis is available, as it is impossible to check exact per cent of ground wood and chemical pulp except by laboratory tests. For such papers, physical characteristics and mechanical tests set the standards.

Customary Sizes and Basis Weights for School Use

6 x 9½, 8 x 9½, 8 x 10½, 8½ x 11, 8½ x 13, 8½ x 14, sub. 16 lb. (17 x 22-500); for one or two side writing with ordinary lead pencil and pen and ink, also for type-writer practice and general use, where only a moderate amount of handling is required.

6 x 9½, 8 x 9½, 8 x 10½, 8½ x 11, 8½ x 13, 8½ x 14, sub. 20 lb. (17 x 22-500); recommended in cases where considerable handling may be required. (Check classroom requirements carefully before recommending the purchase of 20 lb. paper for general usage because 16 lb. paper will usually suffice.)

Recommended Packaging and Units of Purchase

All sizes—500 sheets wrapped and sealed in pkg., both 16 lb. and 20 lb. All packages shall be trimmed even and square with not more than 1/16 in. size tolerance. Shall be carefully and substantially wrapped so that sheets will lay flat and be free of wrinkles at corners.

Rulings

Indicate exact number and color of lines per page, space between lines, direction of ruling, unruled space at top and bottom of sheet, and if ruled one or two sides. If margin line is required, its color and distance from edge of sheet should be defined.

Suggested Specification Outline for 16 lb. Writing Paper for General Use

Basis Weight—17 x 22—16/500 (may be written 17 x 22-32/M)

Composition—100 per cent chemical wood pulp
General Characteristics—shall be calendered smooth

and uniform in thickness. Shall have good opacity qualities, good formation, be free of excess unbleached and dirt specks and slivers. Shall take pen and ink writing with fine-point pen, two sides without “feathering.”

Mullen Test—16 point average.

Size—specify sizes required (where two or more sizes are required, see arrangement below)

Ruling—specify exact ruling required. If more than one type of ruling is required, see arrangement below.

Color—white.

Unit of Packaging—500 sheets, wrapped and sealed in package. All packages shall be trimmed even and square with not more than 1/16-in. size tolerance. Shall be carefully and substantially wrapped so that sheets will lay flat and be free of wrinkles at corners.

Bulk Packaging—specify bales, or cartons, indicating a definite number of packages, as 16, 20, 24 pkgs., etc., per unit.

Samples—not less than 10 sheets, 8 x 10½ or 8½ x 11 size. Some sample sheets ruled to show quality of ruling.

Suggested Arrangement Where Two or More Sizes and Rulings May Be Required

8 x 9½—ruled 21 medium blue lines, two sides, 8-in. direction; lines shall be spaced ¼ in. apart, starting top line 1¼ in. from top of sheet. Lines shall be ruled directly opposite each other on both sides of sheet.

8 x 9½—ruled 17 medium blue lines, two sides, 8-in. direction; lines shall be spaced ¼ in. apart, starting top line 1¼ in. from top of sheet. Lines shall be ruled directly opposite each other on both sides.

8 x 9½—ruled 11 medium blue lines, two sides, 8-in. direction; lines shall be spaced ¼ in. apart, starting top line 1¼ in. from top of sheet. Lines shall be ruled directly opposite each other on both sides.

For 20 lb. paper, change as follows:

Basis Weight—20 lb. (17 x 22-20) (may be written 17 x 22-40/M)

Mullen Test—20 point average.

Simple Tests

1. Check sheet weight on basis weight scales.
2. Mullen Test on Mullen Tester.
3. Check for ground wood, Phloroglucine test if free sheet is specified (see formula below).
4. Examine visually for physical requirements, formation, dirt specks, color, finish, etc.
5. Write on both sides of paper with pen and ink to check “feathering.”

Weight of 500 Sheets for the Following Sizes and Basis Weights

6 x 9½, sub. 16 lb.—pkg. weight 2.43 lb.
8 x 9½, sub. 16 lb.—pkg. weight 3.25 lb.
8 x 10½, sub. 16 lb.—pkg. weight 3.59 lb.
8½ x 11, sub. 16 lb.—pkg. weight 4 lb.
8½ x 13, sub. 16 lb.—pkg. weight 4.72 lb.
8½ x 14, sub. 16 lb.—pkg. weight 5.09 lb.
6 x 9½, sub. 20 lb.—pkg. weight 3.04 lb.
8 x 9½, sub. 20 lb.—pkg. weight 4.06 lb.
8 x 10½, sub. 20 lb.—pkg. weight 4.49 lb.
8½ x 11, sub. 20 lb.—pkg. weight 5 lb.
8½ x 13, sub. 20 lb.—pkg. weight 5.9 lb.
8½ x 14, sub. 20 lb.—pkg. weight 6.36 lb.

Formula for Phloroglucine Ground Wood Test—A chemical solution which consists of the following ingredients: phloroglucin, one gram; alcohol, 50 c.c.; concentrated hydrochloric acid, 25 c.c. When this solution is applied to the paper, the ground wood fibers, if present, will turn pink or deep red in appearance.

The Simplified Specification Committee of the Association of School Business Officials is headed by H. Spilman Burns, supervisor of educational supplies and equipment, Baltimore City Schools, Baltimore, Md.

INDIAN LAKE SALARY SCHEDULE

The board of education at Indian Lake, N. Y., has adopted a new teachers' salary schedule, which will become effective in September. Teachers with less than four years' training and no degree will be paid a minimum salary of \$1,600 and a maximum of \$2,200; those with less than five years' training but who hold a degree, will begin with a minimum of \$1,700 and work up to a maximum of \$2,400; those with five years' or more training, but who hold a degree, will be paid a minimum of \$1,800 and a maximum of \$2,600.

Under the rules, any teacher may advance from a lower to a higher group by taking a professional course fitting her for advancement.



Come out from behind that blackout!

Winter's "blackout" of smoke, grime and dinginess leaves painted walls and ceilings sadly in need of a bath—a need answered instantly, effectively and safely by the Wyandotte maintenance cleaning threesome:

Wyandotte Detergent—A cleaner-of-all-work, Detergent takes any maintenance cleaning challenge in stride—and always comes back for more! No films, streaks, stains remain when this compound that knows how takes over in cleaning painted surfaces.

Wyandotte F-100*—All-soluble cleaner, F-100 is another magic name in "turning night into day" the Wyandotte cleaning way! Smooth, easy to use, its safe and reliable performance is a by-word. Like Detergent, it's a sure thing in restoring painted surfaces to that sparkling, natural radiance hard to tell from a new paint job. And Detergent and F-100 are also suitable for cleaning porcelain and marble.

Wyandotte 97 Paste—For those who prefer a paste cleaner for porcelain, metal

and paint, 97 Paste is the ideal product. Think twice before you decide painted surfaces are beyond help—when Wyandotte can show you otherwise. And remember the Wyandotte Representative—he's always on call to give you the benefit of his experience in maintenance cleaning of all kinds.

*REGISTERED TRADE-MARK

 **Wyandotte**
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WYANDOTTE CHEMICALS CORPORATION

• J. B. FORD DIVISION

• Wyandotte, Michigan

• Service Representatives in 88 Cities

Why You will Want Mosinee Towels In Your School Washrooms



THE picture above is of a typical conference between key employees and the superintendent of the Bay West Paper Company—makers of Mosinee Towels.

These meetings are held regularly for the purpose of maintaining peak production in both quality and quantity—and for the exchange of ideas helpful to management and workers alike in improving the Mosinee Towels which you purchase for use in your school washrooms. This is another example of the "extra care" which assures you finest towel service at reasonable cost.

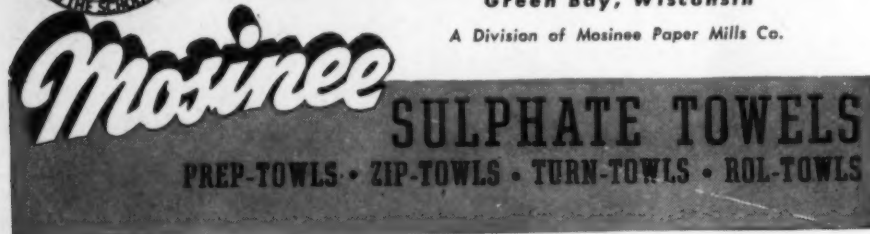


Member of National School Service Institute.

BAY WEST PAPER COMPANY

Green Bay, Wisconsin

A Division of Mosinee Paper Mills Co.



Publications for School Business Executives

Color Materials for Art Education

Publication CS 130-46, National Bureau of Standards. 10 cents. Government Printing Office, Washington, D. C.

This important study embraces wax crayons, pressed crayons, semimoist water colors, dry cake water colors, liquid tempera, powdered tempera, white dustless crayons, white sight-saving crayons, colored dustless crayons, molded sight-saving crayons, molded white chalk, molded colored chalk, lecturers' colored chalk. The Munsell color system is used for setting up color standards, and a complete list of color designation of chroma standards is included. Valuable for specifying and testing school purchases.

Tax-Hungry Cities

In *Tax Policy*, March, 1946. Published by the Tax Institute, New York 7, N. Y.

Discusses the reversal of the urbanization process, the

official problems arising out of decentralization, and the new forms of taxes which cities are requesting.

Elementary School Buildings

A symposium of the National Elementary Principal, Bull. No. 5, April, 1946. Price, 35 cents. National Education Association, Washington 6, D. C.

Ten articles on the Planning of Elementary School Buildings for present-day school systems. It is interesting to note that an opinion poll of principals expressed itself strongly in favor of first-aid rooms, lunchrooms, teachers' rooms, music rooms, and in general for more generous provisions for the activity type of program.

W.I.A.A. Athletic Accident Benefit Plans, 1946-47

Paper, 24 pp. Published by the Wisconsin Interscholastic Athletic Association, First National Bank Bldg., Marinette, Wis.

A report of the Wisconsin Association, calling attention to an optional plan for complete school coverage for 1946-47. This plan which is entirely new, includes new tentative rates, and calls attention to the new group plan requirements to be enjoyed under Plan Two for 1946-47.

Employee Organizations in the Public Service

Paper, 32 pp. Published by the National Civil Service League, 67 West 44th St., New York 18, N. Y.

A statement on public relations of government, containing the essentials of public policy, rights, obligations, and a code of conduct. The report points out that the relations of government with employee associations involve most difficult and delicate problems and require the development of appropriate and effective procedures in effecting a forward-looking attitude. The booklet answers negatively the questions concerning the possibility of adopting the plan of closed shop the right of public employees to strike.

Basic Germicidal Fixture Design and Use

By L. J. Buttolph and Howard Haynes. An article in *The Magazine of Light*, May issue, Vol. XV, No. 1. The General Electric Co., Nela Park, Cleveland, Ohio.

Valuable for planning the location of germicidal fixtures in school buildings. Includes complete data.

Summary of the Barrington-Countryside School

Survey

Conducted by Committee on Field Services, Department of Education, University of Chicago, Chicago, Ill. Paper. Published by the University of Chicago, Chicago, Ill.

A report on a survey of the Barrington High School District, covering school plant needs, population trends, community growth, and future needs of the district. The findings will be used in planning for the erection of a new high school for the district.

Reorganization and Consolidation of Negro Schools in North Carolina

By W. F. Credle. Paper, 13 pp. Published by the Division of Schoolhouse Planning, State Department of Education, Raleigh, N. C.

A report of a study made of 100 county administrative units, comprising a total of 1683 schools. The report suggests changes which will reduce the number of Negro schools from 1693 to 471. The number of teachers in small enrollments will be reduced to 670 teachers. It is recommended to provide plant facilities for 110,000 children under the new program of reorganization and consolidation.

Proposed 1946 Electrical Code

Quarterly of the National Fire Protection Association. Paper, 185 pp. Bulletin No. 4, April, 1946. Published by the Association, 60 Batterymarch St., Boston 10, Mass.

Contains the report of the electrical committee to the fiftieth annual meeting in Boston, Mass.

Quarterly of the National Fire Protection

Association

Paper, 172 pp. Published by the National Fire Protection Association, 60 Batterymarch St., Boston, Mass.

Contains reports to the fiftieth annual meeting in Boston, Mass., on air conditioning, automatic sprinklers, blowers and exhaust systems, storage of records, and on other problems of fire protection.

Teaching About Light and Sight

Paper, 79 pp., 30 cents. April, 1946, bulletin of the Research Division, National Education Association, Washington, D. C.

A handbook for classroom teachers in elementary and secondary schools, giving information about "seeing" conditions. It attempts to meet the problem of correctly lighting schoolrooms so as to preserve eyesight and provide proper lighting for various types of work. The booklet is well supplied with charts, tables, and other materials relating to the lighting of schoolrooms. It accurately summarizes the latest theory and the best recommended practice.

A Postwar Program for State Aid for Schools

By Arvid J. Burke. Paper, 119 pp. Educational Monograph No. 7, 1946. Published by the New York State Teachers' Association, Albany 6, N. Y.

A proposed postwar program of state aid in New York State, based upon four studies of the financing of public schools in the state. These four studies provide important facts upon public school services, expenditures, and expenditure levels which have not been available up to the present time. The real purposes of the studies have been to determine the expenditure per pupil required for an equalization of educational opportunity and to determine the division of financial support between the state and the school districts of the state.

Methods of Testing and Protecting Eyesight in Industry

Industrial Health Series No. 4. Paper, 69 pp. Published by the Metropolitan Life Insurance Company, New York, N. Y.

This bulletin, which outlines the purpose and scope of eye examinations, tells how visual testing and eye examinations are performed, outlines the arrangements for protection of the eyes in fine work, and offers the basic principles of industrial illumination and industrial lighting.

Plywood Lightweight Construction

By Arnold Wexler, et al. Paper, 48 pp., 25 cents. U. S. Government Printing Office, Washington 25, D. C.

This bulletin (B.M.S. 104, Building Standards and Materials) describes the structural properties of prefabricated plywood lightweight construction for walls, partitions, floors, and roofs. The Forest Products Laboratory collaborated with the Bureau of Standards.

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FOR YOUR LOADS AND ROUTES



INTERNATIONAL School Bus Chassis are products of International Harvester—itsself a warranty of the advanced engineering and quality construction that go into these long-lived, dependable transport vehicles.

And the right size and type is recommended to you, because International School Bus Chassis are manufactured in a wide range of sizes and wheelbases. That means long run economy and safety, because the chassis recommended has the power and stamina to do the work assigned to it.

International School Bus Chassis are all-truck design and construction. They are products of more than 40 years of truck engineering and

manufacturing experience. In them is no compromise with passenger car design or assembly.

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Floors wear out for two reasons... (1) from abrasion on top caused by the grinding of foot traffic... and (2) from deterioration underneath the surface—rotting caused by moisture seepage. Some floor seals protect against either one of these floor destroying agents... but PYRA-SEAL protects against BOTH. It's DOUBLE protection for your floors.

PYRA-SEAL is a product of laboratory science, developed by Vestal to conquer floor wear from ANY source. It dries to a hard, lustrous, beautiful and long-wearing finish for surface protection. It seals the pores in the floors for protection underneath.

PYRA-SEAL is back from war. We stopped production of PYRA-SEAL when vital ingredients went to war—we would not compromise with quality by substituting. Now, these vital ingredients are back—AND SO IS PYRA-SEAL!

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ST. LOUIS NEW YORK

Approved and Recommended By
Maple Flooring Manufacturers Assn.
National Oak Flooring Manufacturers Assn.
Leading Architects.

POSTWAR PROGRAMS OF INDUSTRIAL EDUCATION

(Concluded from page 34)

their buildings with useless machines just because they may be had at small cost. If a machine is unfit for educational purposes, it has no place in a school shop.

Teachers Needed

29. Successful trade experience and a college education are both desirable for teachers of vocational-industrial subjects in the full-time school. However, trade experience is definitely the more important of the two. If a teacher is master of his trade, it matters little whether or not his experience has been confined to one trade or spread over several

related trades. The ability to teach is of primary importance in any event.

30. A college education is more important to the teacher of industrial arts than trade experience, although the latter is definitely desirable. His position demands less skill, perhaps, than that of the trade teacher, but he must have a broader understanding of children and of the educative process.

The foregoing statements represent the consensus of opinion of leaders of labor, management, and education. To that extent they reflect the philosophies of these groups, or perhaps their joint philosophy. For that reason it is believed that they should be of considerable value as guiding principles in the planning of postwar programs of indus-

trial education. No claim to completeness is made. Beyond these statements the local school administrator will need facts about the peculiar interests and needs of his own community. He may find it desirable to confer with specialists in state departments of education and teacher-training institutions for special assistance.

IN LIEU OF THE DINNER PAIL

(Concluded from page 29)

bulletin sent out in the fall, and special bulletins are sent out when changes are made. A standing invitation is issued to all parents to eat at school cafeterias at any time. Those who have dropped in to lunch with their children have been pleased at the type of well-balanced meal served at low cost.

Ever lengthening food lines in our postwar world make this an auspicious time to pause to take stock of our own food programs. In Bremerton, two years of purposeful planning and effort have resulted in an integrated school lunch program operating for the best interests of the school and the community it serves.

OPEN MEETINGS OF SCHOOL BOARDS

(Concluded from page 41)

in effect, an annual meeting, for the new members were welcomed and officers were elected.

The school system has a large number of employees. For that reason, the board must discuss many problems of purely personal nature. This may account in part for the frequency of executive sessions. Some of the members appear to think that city editors will not use discretion with regard to details concerning individuals.

But Dallas newspapers are not reckless about what they publish. Their editors know that teachers are sensitive to publicity about their private affairs. The editors are as much concerned for the welfare of the school system as the members of the board, and they deserve a reasonable degree of confidence.

The newspapers do not expect the board of education to work continuously in the full glare of publicity. They expect its members to hold informal conferences about details of their work. But, after all, the business transacted by the board is the public's business, and it is financed by the taxpayers. Too much secrecy on the part of any governmental agency gives rise to false rumors and public misunderstanding.

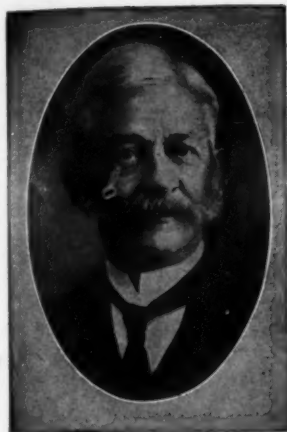
The only preventive of reckless gossip about government action and policy is the publicity of the actual facts. Boards and officials who are too much inclined to work behind closed doors are almost certain to arouse criticism and critics are likely to be unjust when they are shooting in the dark. Let us hope that the board of education is to be more frank with the public than it has in the past.

PERSONAL NEWS

► Supt. THOMAS L. POLLOCK, of Charleroi, Pa., has refused another four-year term of service and will retire on June 30, after the close of the school term. Supt. Pollock has served in this position since 1912, a total of 34 years of consecutive service to the schools. During this period, he was re-elected nine different times for four-year terms without a negative vote.

W. H. CLIPMAN, JR., formerly assistant superintendent, has been elected to succeed Mr. Pollock as superintendent of schools. Supt. Clipman, a graduate of Washington and Jefferson College and Bucknell University, has served in the schools since 1919. During the past year he has served as assistant superintendent.

► Mrs. IRMA H. FRIEDE, a member of the school board of St. Louis, Mo., has been elected president of the Missouri Association of School Boards, which held its annual meeting at Jefferson City, April 18. O. D. BLAKEMORE, of Rocheport, was named vice-president. The Association increased its board of directors from three to five members, to give representation to each teachers' college district.



Time is a decisive element in manufacturing and **NOW** — is the Time to Order **HOLDEN BOOK COVERS**

Holden School Portfolios, size 9½ x 12½ or 11½ x 15½

Holden Book Repairing Materials

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Here are 7 ADVANTAGES of HOLMES Sound-on-Film PROJECTORS

1. Sharp, bright film projection.
2. Clear, distinct sound reproduction.
3. Projector and sound mechanism built in one unit.
4. Ball-bearing mechanism.
5. 16mm machine has large 10-tooth sprockets.
6. Simple to thread—faultless and quiet in operation.
7. Sturdy construction—designed for continuous, heavy-duty service.

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New Supplies and Equipment

Production, Service, and Sales News for School Buyers

PORTABLE AIR-SAMPLER FOR COUNTING BACTERIA

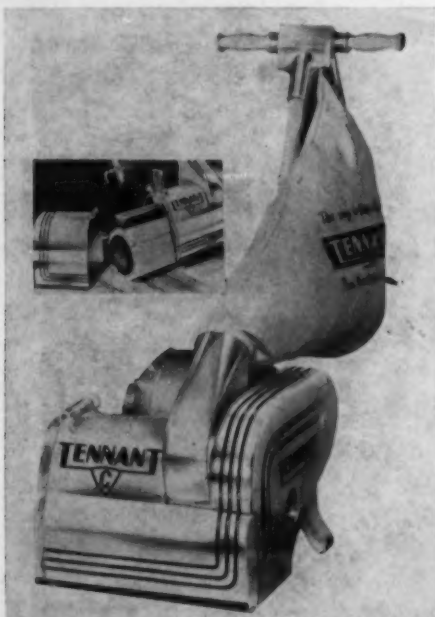
Development of a portable electrical air sampler—an ingenious device designed to help in the war against disease-spreading air-borne bacteria—has been announced. Capable of revealing a reasonably accurate "count" of microbes in the air the new sampler serves as a companion tool to the germ-killing G-E germicidal lamp. The device, about the size of a shoe box and weighing 12 pounds, is called the Duplex Electrostatic Air-sampler. Armed with the sampler, engineers may readily determine two important facts about flying microbes and germicidal radiation. They may accurately compute the amounts of germicidal energy needed to keep air-borne bacteria reduced to a minimum for human safety. They may also use the instrument to check the effectiveness of germicidal lamp installations.

General Electric Lamp Department, Nela Park, Cleveland, Ohio.

For brief reference use ASBJ-610.

ALL-PURPOSE FLOOR MACHINE

A versatile, "all-purpose" drum-type floor machine that accommodates 8-in. and 16-in. accessories has been developed by the manufacturers of industrial floor maintenance equipment. Designed for use in schools, the machine is available with accessories for dry cleaning, waxing, polishing, scrubbing, sanding, and sweeping. An outstanding feature permits cleaning, wax-



The New Tennant All-Purpose Floor Machine

ing and polishing in one operation by use of a hard bar wax cartridge held in contact with a cylindrical brush or steel wool roll. Suitable for all types of floors, the new machine works equally well on wood, asphalt, cork, linoleum, and concrete. The design permits operation flush with walls, desks, and machinery. The vacuum system, powered by a 5000 r.p.m. fan, controls dust in all operations. Machine details include cast and polished aluminum frame, 1 h.p. motor with reversing lever, and two-step pulley which provides drum speed of 1400 r.p.m. for sanding and 800 r.p.m. for other operations.

G. H. Tennant Company, 2530 N. Second Street, Minneapolis 11, Minn.

For brief reference use ASBJ-611.

FIRST POSTWAR SAFETY "OSCAR" TO REO FOR SCHOOL BUS

Renewal of annual safety trophy awards in recognition of outstanding achievement in the field of safety advancement was announced in New York today by Alfred M. Best, president and publisher of "Safety Engineering Magazine," a division of Alfred M. Best Company, Inc. Recipient of the first postwar award for 1946



Reo Receives Bus Safety Award

in motor vehicle design was named as Reo Motors, Inc., of Lansing, Mich. Basis of this year's award is Reo's recent introduction of a new, complete safety school bus, that meets or exceeds all the highest safety standards of the various states.

HIGHER SAFETY STANDARDS

Superior again points the way to higher safety standards. An attractive two colored folder setting up 23 features in the interest of safer pupil transportation has been issued. Incorporated are a few excerpts from the standards adopted for school buses, at a conference held at Jackson's Mill, W. Va. The objectives were economy and safety.

Superior Coach Corporation, Lima, Ohio.

For brief reference use ASBJ-612.

CORRECT COLORS PAY DIVIDENDS

Two widely discussed aspects of school modernization are color and lighting. Many times in the past these subjects were treated individually and not as an integral unit. The actual color of the paint used received scant consideration. Paint was chosen on a strictly "save-the-surface" basis. Such treatment naturally resulted in color schemes that robbed the schoolroom of available illumination and created substandard seeing conditions. More than this, the injudiciously used colors imposed an unnecessary maintenance burden and constituted a physical hazard for students and teachers. Extensive research in the past five years by color and illuminating engineers has pointed the way to an economic method for obtaining efficiency from available lighting and correcting the conditions imposed by improper choice of color. These engineers have demonstrated the natural relationship between color and light; they have proved that color is an indispensable accessory to proper lighting. Perhaps the more spectacular advances in these correlated fields have been made in the practical use of color. The results of this research, particularly in the color field, have been formulated into what are now known as the principles of color dynamics.

Copies of a talk by Joseph C. Thompson on Principles of Color Dynamics, before the annual convention of the Association of School Business Officials are available.

Pittsburgh Plate Glass Company, 632 Duquesne Way, Pittsburgh, Pa.

For brief reference use ASBJ-613.

OUTDOOR DRINKING FOUNTAIN MEMORIALS

A four-page folder, fully illustrated, may be procured, depicting how good water may be made available in more places to more people in outdoor drinking fountains that will serve for generations. The application of the drinking fountain as a memorial for war heroes is unique in its presentation. Simple single or multiple installations are shown, with or without formal sculptural settings.

The Murdock Mfg. & Supply Co., Cincinnati 2, Ohio.

For brief reference use ASBJ-614.

SEMI-INDIRECT LIGHTING

A brochure, by the Wakefield Brass Co., is now procurable, dealing with semi-indirect lighting. Many are puzzled when it comes to choosing fluorescent or incandescent lighting equipment for classroom lighting. Recently comparative tests were conducted, using Grenadier fluorescent units versus Commodore incandescent units. The results of these tests have been made available in the booklet.

The F. W. Wakefield Brass Company, Vermilion, Ohio.

For brief reference use ASBJ-615.

FILMOSOUND LIBRARY

Bowery to Broadway (Universal), No. 2639, sound, 9 reels. Two rival Irish showmen battle all the way from the Bowery to Fourteenth Street and finally to Times Square. "Show business" excellently and amusingly shown. Available from May 3, 1946 for approved nontheatrical audiences.

Reckless Age (Universal), No. 2641, sound, 6 reels. Poor little rich girl runs away to become a salesgirl in one of her own chain stores—for a lot more fun plus business, romantic, and other complications. Available from May 17, 1946, for approved nontheatrical audiences.

Enter Arsene Lupin (Universal), No. 2640, sound, 7 reels. Famous fiction character excellently portrayed in a thriller that involves a fabulous emerald, a pretty girl romance, rescues, and a police inspector almost, but not quite, smart enough to catch the Robin Hood crook. Available from May 24, 1946, for approved nontheatrical audiences.

Bell & Howell Filmosound Library, 1901 Larchmont Avenue, Chicago 13, Ill.

For brief reference use ASBJ-616.

PSP TEACH-O-FILMSTRIPS

The Audio-Visual Division of the Education Department, Popular Science Publishing Company, 353 Fourth Avenue, New York 10, N. Y., presents its initial offering of four PSP Teach-O-Filmstrips. These strips are designed for use in primary classes in reading, storytelling, social studies, and nature study. Organized as self-contained teaching units, the simply told stories in color include the basic elements of motivation, concept teaching, summarization, and provocative questioning. By combining words with attractively colored pictures, these film strips provide direct word picture association, so essential in teaching the primary grades. Each film strip is accompanied by a teacher's guide with specific suggestions for use.

Heidi. Tells two adventures of Heidi and her friend Peter. This film strip stimulates desire to read the book "Heidi." It develops various social studies concepts, such as: how people live in a foreign land, what clothes they wear, what houses they live in, and what food they eat. 44 frames.

Fun With Mitzie. Tells the story of Mitzie, a black and white kitten. Betty takes the kitten home and gives her good care. 44 frames.

The Lost Dog. Tells the story of Tommy and his dog "Inky." The film strip shows the proper care of dogs. 40 frames.

Let's Make a Post Office. Shows how our postal system operates, illustrates the need for stamps, the work of the postman, where and how different types of mail pieces may be mailed, and the purpose of mail trucks.

Popular Science Publishing Company, 353 Fourth Avenue, New York 10, N. Y.

For brief reference use ASBJ-617.

HISTORY OF GLASSMAKING

"Blowpipes," a history of glassmaking, is in production at the Film Division of Owens-Illinois Glass Company. Originally produced in 1940 the film is being remade with the assistance of J. Arthur MacLean, curator of the Toledo Museum of Art. Authentic fourteenth- and fifteenth-century sets were built in the company's Toledo studio and some scenes are being taken at the Toledo museum. A number of priceless pieces from the museum's famous glass collection are shown as well as the hand-blowing and machine process of glass manufacture. Release date has been set as June 1.

Owens-Illinois Glass Company, Toledo, Ohio.
For brief reference use ASBJ-618.

JOHNSON SERVICE COMPANY ELECTION

The board of directors of the Johnson Service Company, 60-year-old Milwaukee manufacturer of automatic temperature control systems, elected officers for the ensuing year. Re-elected were Harry W. Ellis, Milwaukee, chairman of the board; Joseph A. Cutler, Milwaukee, president and general manager; and Oscar G. Ward, Chicago, and Maxwell F. Rather, New York, vice-presidents. Richard J. Murphy, Milwaukee, formerly secretary and assistant treasurer, was elected secretary and treasurer. New officers named were J. R. Vernon, Milwaukee, assistant secretary, and Louis V. Zachary, Milwaukee, assistant treasurer.

WYANDOTTE PRODUCTS IN SMALL PACKAGES

To meet the needs of the many users in the score of basic industries served by Wyandotte Chemicals Corporation, the packaged products of the J. B. Ford Division of the company are now being expanded and restyled. This postwar activity is directed by F. H. Tholen. Use of smaller packages of cleaning, washing, and germicidal materials by the regular bulk users of Wyandotte products as control units is gaining widespread acceptance in the schools.

WORLD CONGRESS ON AIR-AGE EDUCATION

The World Congress on Air-Age Education will be held August 21-28 at the International House, New York City, for the purpose of considering how aviation may contribute to a peaceful and united world. The congress is an outgrowth of a meeting of representatives of major educational institutions in this country and abroad who recently met to consider the problems of aviation in peacetime. Dr. N. L. Engelhardt, Jr., is the director.

NEUMADE PRODUCTS EXPAND PLANT

Oscar F. Neu, president of Neumade Products Corporation has announced plans for a large addition to the factory as well as complete modernization of the present buildings. The doubled plant capacity, available when this work is completed, is required to supply the increasing demand for Neumade's popular line of fine metal filing and storage cabinets, editing aids, reels, cans, splicers, rewinds, film cleaning machinery, and other equipment.

FM TRANSMITTER FOR HIGH SCHOOL

Marking a significant step toward the predicted growth of FM radio broadcasting as a medium of formal education, the Engineering Products Department of the Radio Corporation of America has signed with the Sewanhaka High School of Floral Park, N. Y., the first contract to be entered into since the war by any secondary school, for delivery of an FM transmitter.

USE OF AUDIO-VISUAL AIDS INCREASING

The increasing interest on the part of state departments of education, state universities, and state educational associations in a better understanding of the availability and proper use of audio-visual teaching aids, is evidenced in figures released recently by W. C. DeVry. These figures reveal that during the current school years, DeVry Educational Department, Chicago, staff members have appeared in technical talks before a total of 11,000 educators, in 113 cities in 18 states.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertiser or use the coupon in requesting information from a number of advertisers.

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The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE-MILWAUKEE.

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Order a 55-gallon drum of Car-Na-Lac or Continental "18" floor finish — whichever you prefer — from your local Car-Na-Var floor maintenance representative . . . or from the factory direct. On arrival, apply floor treatment to one-half of any corridor or floor you choose. For comparison, apply brand formerly used to balance of area. See for yourself that the part treated with Car-Na-Lac or Continental "18" floor finishes stays clean up to 30% longer. If you are not completely satisfied, return unused portion for full credit.

CAR-NA-LAC
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LACQUER-LIKE FLOOR FINISH

CONTINENTAL "18"
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THE SUPER FLOOR FINISH

Acts like a lacquer made of wax. Applied with the usual wax applicator. Levels out as it dries, resulting in a uniform, streakless, lacquer-like gloss. Self-polishing . . . dries in 15 to 20 minutes. Car-Na-Lac floor treatment has at least twice the wearing qualities of ordinary water waxes and is waterproof, non-slippery. Adapted for all floors except unsealed "raw" wood. Meets Proposed Federal Specifications for Item 9, Type I.

The same as Car-Na-Lac except that it contains about 38% more solids. Heavier solid content gives a higher gloss and reduces number of applications. Covering capacity averages the same as Car-Na-Lac, but one coat does the work of two. Recommended by a leading national casualty insurance company for safety. Meets U. S. Treasury Specifications for "Finish Material" (and Proposed Federal Specifications for Item 9, Type II).